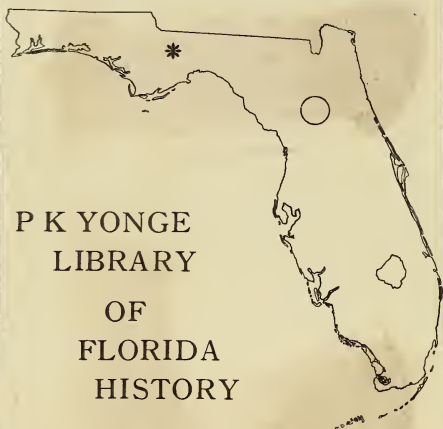



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FLORIDA STATE SCHOOL *FOR* THE DEAF *AND* THE BLIND

SAINT AUGUSTINE
FLORIDA



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President's Biennial Report
1944...1946



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BIENNIAL REPORT

OF THE

PRESIDENT

OF THE

FLORIDA STATE SCHOOL FOR THE
DEAF AND THE BLIND

TO THE

BOARD OF CONTROL



FOR THE BIENNIUM 1944--1946

THIS BIENNIAL REPORT
IS A SAMPLE OF WORK DONE BY THE
STUDENTS IN THE PRINTING DEPARTMENT
OF THE
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
SAINT AUGUSTINE, FLORIDA

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MRS. WAHNEETA DAVENPORT
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P. B. DAVIS.....	<i>Night Watchman</i>
MRS. SARAH LOPEZ.....	<i>Night Watchwoman</i>

McLANE HALL

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MISS EVELYN WEBB.....	<i>Junior Deaf Girls' Supervisor</i>
MRS. BERDYE L. DRISCOLL.....	<i>Blind Girls' Supervisor</i>

RHYNE HALL

CARL J. HOLLAND.....	<i>Senior Deaf Boys' Supervisor</i>
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MRS. H. L. VINING.....	<i>Primary Deaf Boys' Supervisor</i>

WARTMANN COTTAGE

MISS ANNIE WEAVER, Housemother.....	<i>Primary Deaf Girls' Supervisor</i>
MISS LYNETTE KIERCE.....	<i>Primary Deaf Boys' Supervisor</i>

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Z. L. WEBB, D.D.S.....	<i>Dentist</i>
C. C. GRACE, M.D.....	<i>Ophthalmologist and oto-laryngologist</i>
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MRS. LOLA GORE.....	<i>Assistant Nurse</i>

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MISS MAY STELLE, B.Ed.....	<i>Instructor in Handwork and Typewriting for the Blind</i>
MRS. ETHELYN A. HARRIS.....	<i>Instructor in Typewriting for the Deaf</i>
EUGENE HOGLE, A.B.....	<i>Instructor in General Shop Work</i>
THOMAS M. GIBBS.....	<i>Instructor—Workshop for the Blind</i>
MISS CLAUDINE HUTCHINS, A.B.....	<i>Instructor in Typewriting for the Blind</i>

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JOHN BLINDT, A.B.....	<i>Assistant Athletic Director</i>
JEAN ST. CROIX, A.B.....	<i>Assistant Athletic Director</i>
MISS CELIA BURG, B.S.....	<i>Girls' Athletic Director</i>
CARL J. HOLLAND.....	<i>Deaf Boys' Military Director</i>

DEPARTMENT FOR THE COLORED

VIRGINIA JAMES.....	<i>Teacher of the Deaf</i>
INEZ B. LEGGETT.....	<i>Teacher of the Deaf</i>
JENNIE L. WHITE.....	<i>Teacher of the Deaf</i>
CARY WHITE.....	<i>Teacher of the Deaf</i>
WALTER REMBERT.....	<i>Teacher of the Blind</i>
MERDYE HANNANS, A.B.....	<i>Teacher of the Blind</i>
LEROY WILSON, B.D.....	<i>Teacher of the Blind</i>
KATIE GREGG.....	<i>Housemother</i>
CARY WHITE.....	<i>Boys' Supervisor</i>



Some Views of the School

PRESIDENT'S BIENNIAL REPORT

ST. AUGUSTINE, FLORIDA, October 1, 1946.

*To the Chairman and the Members of the Board of Control,
State of Florida:*

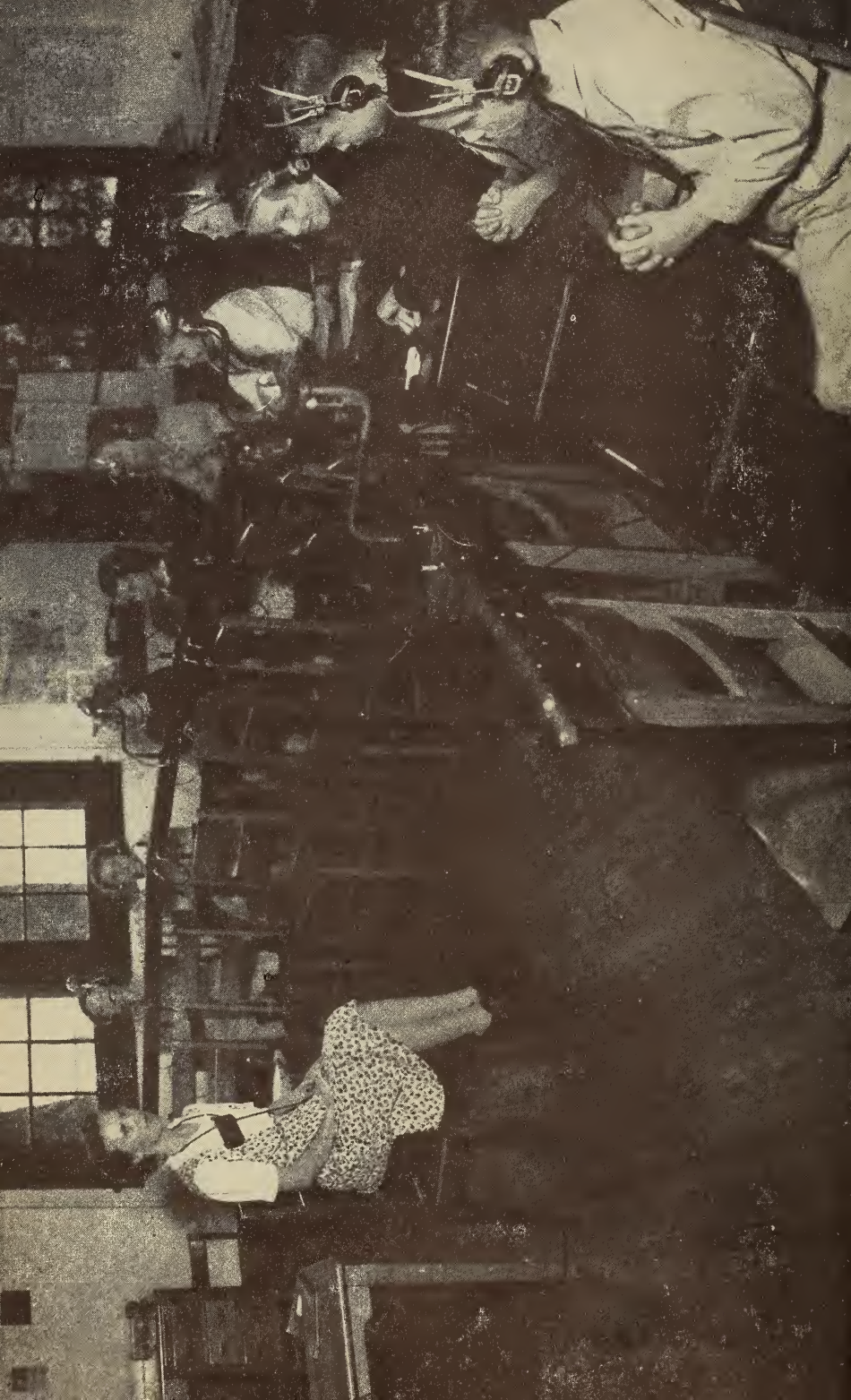
GENTLEMEN:

As has been customary every two years, it again becomes my duty to report the activities, accomplishments and progress of the Florida State School for the Deaf and the Blind for the biennium beginning July 1, 1944, and ending June 30, 1946.

Since V-E Day, which brought the close of World War No. 2 in Europe, and V-J Day, which brought the great conflict to an end in the Far East, education has been busy returning to a peacetime basis.

The chief function of the schools of America is to transmit the principles of democracy to the succeeding generations. That is, the purpose of schools is, to train our boys and girls for living in a democratic society. The traditions, habits of thought, the character, the standards of social and political morality which are transmitted through American schools are the essence of democracy. Unless we give such an education, we cannot hope to maintain our present way of life because democracy rests on the collective knowledge of its citizens. At the present time the condition of the world puts a greater strain on the character and intelligence of the American citizen than ever before in history. We have won a great military victory, but we have not won the peace.

The Florida School for the Deaf and the Blind is made up of three schools: a school for the deaf; a school for the blind; and a school for the colored deaf and blind.



While the work of the biennium was difficult because of shortages of all kind, accomplishments were satisfactory. While there has been, and still is, a great shortage of teachers for the handicapped, the school is fortunate in being able to obtain a trained personnel. The critical labor situation made it necessary at times to use the children to help out with certain phases of the household work. The maintenance and repair work about the school has been kept up fairly well in spite of the difficulty of obtaining materials.

The curriculum in the Primary Department has been entirely revised and re-written. It is planned to get out a new course of study for the Advanced Department this fall. The course of study in the Department for the Blind is also being revised. The educational policies of the school has been much the same as in former years; however, in compiling a new course of study changes have been made which include many modern developments and procedures in the education of the deaf and the blind. In the Department for the Deaf the combined method of instruction is used, as this method is flexible and allows provisions to

Primary Deaf Group Learning Names of Flowers





be made to educate every type of educable deaf that may be admitted to the school. Each child, upon entering school, is given an opportunity to acquire speech and speech reading. Pupils having sufficient residual hearing are given auricular training. In the Department for the Blind the universal Braille method of instruction is used. The school is in constant contact with every modern trend regarding the education of the deaf and the blind, and any new worthwhile idea or procedure is adopted and, if practical, included in the course of study.

Faculty members have attended summer schools, giving instruction in special education. They have also attended state and national conventions and conferences with regularity, bringing back to the classrooms any modern trends. Our enrollment continues to increase and all departments of the school are badly crowded; however, the last legislature made provisions for new dormitories, a library, gymnasium, and additional classroom space. As materials and labor are available new buildings will be erected as rapidly as possible which will relieve congested conditions and permit us to take care of all applicants. As soon as additional space is provided, it is planned to start sight-saving classes for that increasing group of children whose sight will not permit them to be educated in the public schools. The increased cost of living conditions and a larger enrollment caused the running expenses of the school to be considerably above those of the last biennium. The results of the two-year period, considering the many difficulties caused by World War Number 2 were satisfactory.

Graduates and former pupils are gainfully employed and in great demand. We are living in an increasingly complex world. Our educational problems are becoming larger and more difficult to handle. If we are to exist with a high degree of satisfaction, we must work out the means of solving many difficult problems. The greatest available means, perhaps the only available means, is the power of the mind and the only means of developing that power is education.

REGISTRATION

In 1944 there were enrolled 387 pupils. There were 286 pupils in the Department for the Deaf, of whom 136 were girls and 150 were boys. In the Department for the Blind, there were 101 pupils, of whom 39 were girls and 62 were boys.

There were enrolled during the last biennium 461 pupils, which represents the largest biennial registration in the history of the School.

The following shows classification of pupils:

WHITE		COLORED	
Deaf.....	275	Deaf.....	59
Blind.....	84	Blind.....	43

ATTENDANCE BY COUNTIES

The following table shows attendance by counties:

Alachua.....	10	Lake.....	11
Baker.....	2	Levy.....	1
Bay.....	7	Lee.....	7
Bradford.....	1	Leon.....	8
Brevard.....	1	Madison.....	5
Broward.....	5	Manatee.....	4
Calhoun.....	6	Marion.....	2
Charlotte.....	1	Monroe.....	6
Citrus.....	1	Nassau.....	2
Clay.....	3	Okaloosa.....	3
Columbia.....	5	Orange.....	12
Dade.....	56	Palm Beach.....	17
DeSoto.....	2	Pasco.....	3
Dixie.....	1	Pinellas.....	10
Duval.....	63	Polk.....	19
Escambia.....	13	Putnam.....	3
Flagler.....	2	St. Johns.....	24
Franklin.....	1	St. Lucie.....	4
Gadsden.....	9	Santa Rosa.....	2
Gilchrist.....	3	Sarasota.....	1
Hamilton.....	8	Seminole.....	6
Hendry.....	1	Sumter.....	4
Hernando.....	1	Suwannee.....	5
Highlands.....	2	Taylor.....	6
Hillsborough.....	42	Union.....	2
Holmes.....	3	Volusia.....	16
Indian River.....	1	Wakulla.....	3
Jackson.....	14	Walton.....	6
Jefferson.....	3	Washington.....	2

Out of State..... 1

CAUSES OF BLINDNESS AND DEAFNESS

Blindness (1944-1946 Biennium):

Accident.....	11	Lack of Pigment.....	2
Brain Tumor.....	6	Malformation.....	1
Cataracts.....	12	Measles.....	2
Cerebral Hemorrhage.....	1	Meningitis.....	2
Choroiditis.....	3	Optic Atrophy.....	1
Colitis.....	1	Pneumonia.....	1
Congenital.....	25	Retinal Disease.....	1
Corneal Staphyloma.....	3	Severe Sickness.....	1
Glaucoma.....	3	Sore Eyes.....	4
Gonorrhea.....	1	Syphilis.....	10
Improper Care at Birth.....	4	Undeveloped Nerves.....	3
Infection.....	2	Unknown.....	26
Kidney Poisoning.....	1		

Deafness (1944-1946 Biennium):

Abscess.....	3	Meningitis.....	26
Accident.....	9	Middle Ear Disease.....	1
Birth Injury.....	6	Mumps.....	1
Bilateral Deafness.....	1	Nerves.....	15
Colds.....	3	Otitis Media.....	7
Colitis.....	1	Pneumonia.....	5
Complications of Childhood Diseases.....	1	Poisoning.....	1
Congenital.....	93	Premature Birth.....	2
Cream Rash.....	1	Quinine.....	7
Diphtheria.....	1	Risings.....	3
Eczema.....	1	Scarlet Fever.....	3
Fall.....	5	Sickness.....	2
Fevers.....	3	Sleeping Sickness.....	1
Infantile Paralysis.....	1	Speech Defect.....	1
Infection.....	11	Syphilis.....	2
Influenza.....	7	Tonsil—Adenoid Infection.....	6
Injury to Inner Ear.....	1	Typhoid Fever.....	2
Malaria.....	1	Unknown.....	82
Mastoid.....	4	Whooping Cough.....	5
Measles.....	8	Yellow Jaundice.....	1

DEPARTMENT FOR THE DEAF

INSTRUCTION

The most important thing in the education of a deaf child is to give him a working knowledge of English. This is done through special methods and techniques by highly qualified and carefully trained teachers of the deaf.

When the little deaf child first comes to us, he has no knowledge of English, not even knowing his own name. After a child has acquired a certain amount of English and has learned to read



for himself, the acquisition of English is more rapid. The use of spoken and written form of English is more rapid. The use of spoken and written form of English is emphasized in all classroom work. Speech and lip reading are extensively used in classroom instruction. Group hearing aids have been installed in several classrooms and additional ones are on order.

In the Department of Vocational Training, every child is given pre-vocational training for the vocation which he seems best adapted, and for which he seems most apt to meet with success out in the world.

There follows herewith reports of the Supervising Teachers in the Department for the Deaf which will show the progress and accomplishments in that department.

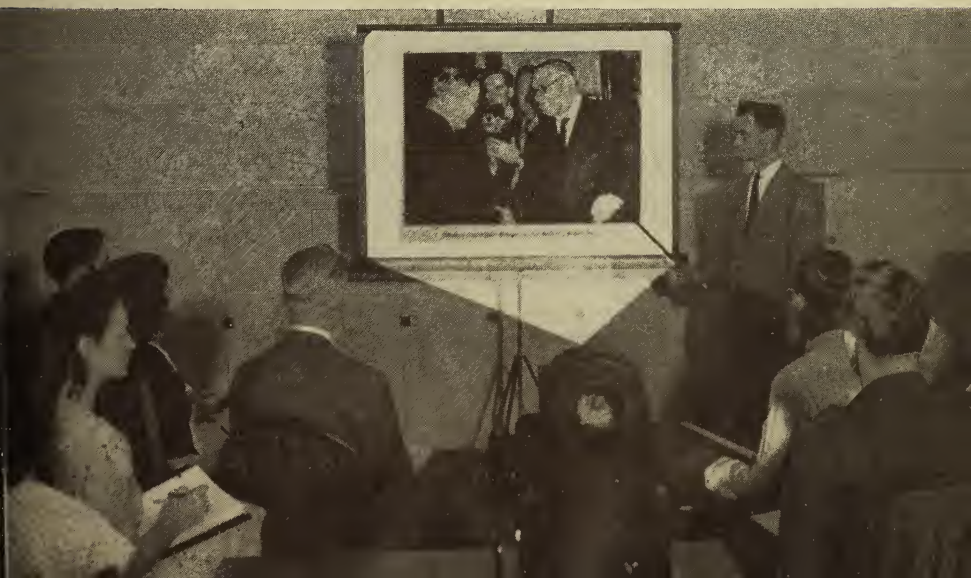
DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

I have the honor to submit for your consideration the following informal report of the work of the Intermediate and Advanced Deaf Departments during the past two years.

Every effort has been made by the teachers to educate each child to the best of his ability; to develop in each child better understandings and attitudes toward the world in which he lives; and to see that each child has had the encouragement, sympathy, and affection so necessary to his well-being.

College Preparatory Class Using a Delineascope For Reading





Using an Audiometer To Measure Residual Hearing

The revision of the course of study, so ably under Miss Thompson's supervision, is nearing completion and will go to press in the Fall. In line with this revision, new text books in health, science, and social studies have been put into use, and the change-over to the revised form of the Elson Basic Readers is being made.

The reclassification of the library books according to the Dewey Decimal System has been started. By having all books arranged in the same order as those in most public libraries, we can teach our children how to find at any time and in any place, factual matter they may need for work or fiction for entertainment. Additional books have been added to the library both years through purchase and through gifts. Additional library space is badly needed in order to get the greatest good from our library facilities. Many magazines of interest to children (and to teachers) are on our subscription list, as well as magazines and newspapers from most residential schools for the deaf.

Our testing program is being expanded to give standardized tests early in the Fall of each school year for diagnostic purposes. At present we give the Stanford Achievement Tests in the Spring. The scores on these tests are one of the bases for advancement of children from class to class and for class grouping. The tests given this Spring showed that the average gain for all the children was a little better than six months during the last school year.

During the past year a college preparatory class has been established. This class is given straight high-school work. The effort is being made to enrich the curriculum for the class so that they may be better fitted to enter college. It would be impossible for me to mention this class without once again, calling to your attention the untiring interest displayed by the teacher, Mr. Blindt, and the many extra hours he has

devoted to the class. Test scores show that several of the class ranked better than the eleventh grade of public school for hearing students.

The war years have shown their effect on our department in several ways. Group hearing aids were not manufactured during this period, so we have not made much advancement toward our objective of a hearing aid in each classroom. The influx of shifting population into Florida has increased our enrollment and caused shortages in books, materials and furniture, all of which have been very difficult to procure. Our teaching staff has probably been less influenced by the war than that of almost any other State school. We have been most fortunate in having a staff of well-trained and experienced teachers.

A new sound 16 mm. motion picture projector has been purchased and was put into use showing entertainment films during the second semester of the past year. We hope to work out a visual aids program using teaching films closely correlated with our academic work. We have affiliated ourselves with the University of Florida Film Library and with the Y.M.C.A. Motion Picture Bureau in New York City. Through these agencies we should be able to procure many excellent teaching films.

We have a group of children who need some more specialized teaching than we are now able to provide. They are the children who come to us with a great deal of hearing and yet not enough hearing to be successful in the public school. Through constant contact with totally deaf children whose voices are never normal and whose academic progress is necessarily slow, those children are further handicapped. The establishment of a teaching position that would give each of these children some individual attention each day would speed their progress through our school, keep them much happier and facilitate the work of the regular classroom teachers.

Since I have touched on the subjects of needs, I should mention the great need for a trained psychologist, and for additional space for classrooms, activity rooms, science rooms, etc.

At the close of school in June, 1945, we had 115 pupils enrolled with a corresponding 132 as of June, 1946. Our present class rolls call for 148 in September. As of June 1946 we had 58 girls and 74 boys. There were 13 classes, all but two taught orally.

My work in administering the program has been greatly aided by the understanding support and appreciative recognition of every successful project that you have always given me, and by the forbearance and cooperation of the teaching staff.

Respectfully submitted,

LUCY M. MOORE,

*Supervising Teacher,
Advanced Department.*

VOWEL SOUNDS

1	2				
oo	oo	o—e	aw	—o—	
(r)u-e		oa	au		
(r)ow		—o	o(r)		
		²			
		ow			
ee	—i—	a—e	—e—	—a—	
—e	—y	ai	²		
¹		ay	ea		
ea					
e—e					
	a(r)	—u—	ur		
		—a	er		
		—ar	ir		
		—er			
		—ir			
		—or			
		—ur			
		—re			
a—e	i—e	o—e	ou	oi	u—e
ai	igh	oa	¹	oy	ew
ay	—y	—o	ow		
		²			
		ow			

CONSONANT SOUNDS

h—

wh—

p
—pt
—tk
—k
ck
cf
ph¹
th¹
s
c { ce
ci
cy

sh

ch
tch

w—

b—
—bd—
—d¹
g
—g

v

²
th¹
z
²
s

zh

¹
j
²
g—
ge
dge

m

n

ng

l

r—

y

(x = ks)

(qu = kwh)



Beginning Speech Reading Using Tactile, Visual and Auditory Approaches

DR. C. J. SETTLES, *President.*

Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

During this biennium the enrollment in the Primary Department for the Deaf has continued to be large. For the year 1945-46 there were 28 boys and 32 girls in six classes in Bloxham Cottage, and 23 boys and 15 girls in four classes in Wartmann Cottage. Since it was impossible for all 60 children to live in Bloxham Cottage, a great many had to live in Wartmann Cottage and go back to Bloxham Cottage to school, thus defeating the idea of the cottage system of having the children live and go to school in the same building.

The course of study for this department has been printed by the school press and is now in use. The teachers seem pleased to have a definite outline to follow, and it is hoped that the pupils will profit from having more unified instruction.

A new Maico group hearing aid has already been purchased for use in Wartmann Cottage. Its constant use will give many an opportunity to use what residual hearing they have, and it will give to all a great deal of pleasure. Due to war conditions, it has been impossible to keep the old hearing aids in first class condition, but we are sure this can be remedied in the near future.

The Gates Reading Tests were given to all the children in our first, second and third grade classes, and the Primary Battery of the Stanford Achievement Tests was given to the third grade class. We were pleased to note that all the children showed an appreciable gain.

Respectfully submitted,

ZOE MARSHALL,

*Supervising Teacher,
Primary Department.*

LIBRARY

One of the most difficult problems in the education of a deaf child is the acquisition of English. When the totally deaf child comes to us at six years of age, he possesses no English at all, not even knowing his name. Through skillful instruction on the part of a well-trained teacher, the deaf child soon acquires a vocabulary through which he may receive an education.

After a deaf child has acquired sufficient English, he can, in a great measure, educate himself through reading; therefore, a carefully selected library is of great importance in a school for the deaf. The Florida School has a library containing approximately 4,500 volumes covering practically the whole field of literature. The books, encyclopedias, current magazines, and literature have been selected with great care in order that they may be within the English level of our students and that they may receive the greatest benefit from them. In the library are found the best fiction, poems, biographies, social studies, nature studies, myths, fairy books, and a bookshelf of special interest for use by faculty members. Daily papers are provided for the library and reading rooms in the dormitories. Each classroom



is also provided with books for supplementary reading. Each year up-to-the-minute books are added to the library. There is found below a report of the Librarian:

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In accordance with your request, I submit the following report covering the circulation of library books and a brief survey of library changes and progress.

Records show a satisfactory report on reading done outside the classroom by the pupils of the Intermediate and Advanced Departments for the Deaf during the past year. The circulation record shows 2,168 volumes were checked out by pupils in the 1945-46 period. This number does not include volumes borrowed by the teachers, books taken to the classrooms for class work nor reference volumes and encyclopedias used in the library.

Deaf Boys' Typing Class



Your Supervising Teacher in the Department for the Deaf, Miss Moore, and I have started to install in the library the Dewey Decimal System of Classification. So far, we have completed only the Fictional section which contains approximately 90 volumes. With the increase in the number of volumes purchased and those received as gifts we found it necessary to inaugurate this system, both from an economical and a feasible standpoint. It will avoid unnecessary duplication of titles and it will make the entire resources of the library available for the use of the maximum number of children and teachers at all times.

The library contains approximately 4,200 volumes, which is an increase of 400 volumes over the 1944 report. Many new magazines have been added as well as professional periodicals for the use of the faculty during school hours. The library already occupies extremely crowded quarters and with the increase in the number of books and magazines it needs not only room for expansion but many improvements. However, these difficulties seem not to have impaired its usefulness to the pupils and the faculty for the short time it has been my pleasure to be librarian.

Respectfully submitted.

MRS. ETHELYN A. HARRIS, *Librarian.*

Deaf Girls' Sewing Class



CHORIC INSTRUCTION AND RHYTHMIC TRAINING

The purpose of choric and rhythmic training is to develop good speech. Regular periods are assigned for this instruction. The children assemble in the auditorium at frequent intervals where they learn and recite together songs, rhymes, poems and selective readings from the Scripture. The pupils get a great deal of pleasure out of these exercises.

Rhythmic training is started in the primary grades. It has considerable value as an aid in the development of smooth and natural speech. Certain phases of this training also give poise and grace. This work is carried on largely through vibration. Rhythmic training is designed to aid the children in distinguishing between high and low vibrations and strong and weak chords. It helps regulate the pitch and intensity of the voice. These exercises help to obtain proper modulation of the voice and improve the pitch, inflection, accent, and fluency.

The children in the primary department get a great deal of enjoyment out of the toy orchestra. This group is always in popular demand for public entertainments. Choric and rhythmic training instruction has a proper place in the development of good speech.

AURICULAR TRAINING

Auricular training was not emphasized as much during the war as it should have been, due to the fact that little new equipment was manufactured and that it was impossible to receive replacements and repairs for the equipment on hand. A great deal of research was carried on by the Government in the training of deafened soldiers at centers set up in different sections of the United States for this especial purpose. Results of this research means that schools shall have the opportunity to select and purchase better equipment for carrying on auricular training.



Furniture Making—Woodworking Department for the Deaf

It is roughly estimated that approximately one-third, perhaps slightly more, of all children in schools for the deaf have enough residual hearing to profit by instruction through the ear. A deaf child who possesses sufficient hearing to be educated auricularly, of course, retains and possesses much better speech than the congenitally deaf child. They can receive their education much faster by the auricular method. The school has recently installed a new Maico audiometer and a new group hearing aid. Audiograms are on file and for all children who have sufficient hearing to receive such training. Arrangements are being made to replace out-of-date hearing aids and to install the most modern equipment.

PRE-VOCATIONAL TRAINING

Due to the fact that the majority of our children are very young, being between the ages of six and twenty-one, the majority of the work in this department is necessarily pre-vocational. Vocational training for our type of children is very essential, for the majority of them will find it necessary to earn their livelihood with their hands.



Handling Machinery—Woodworking Department for the Deaf

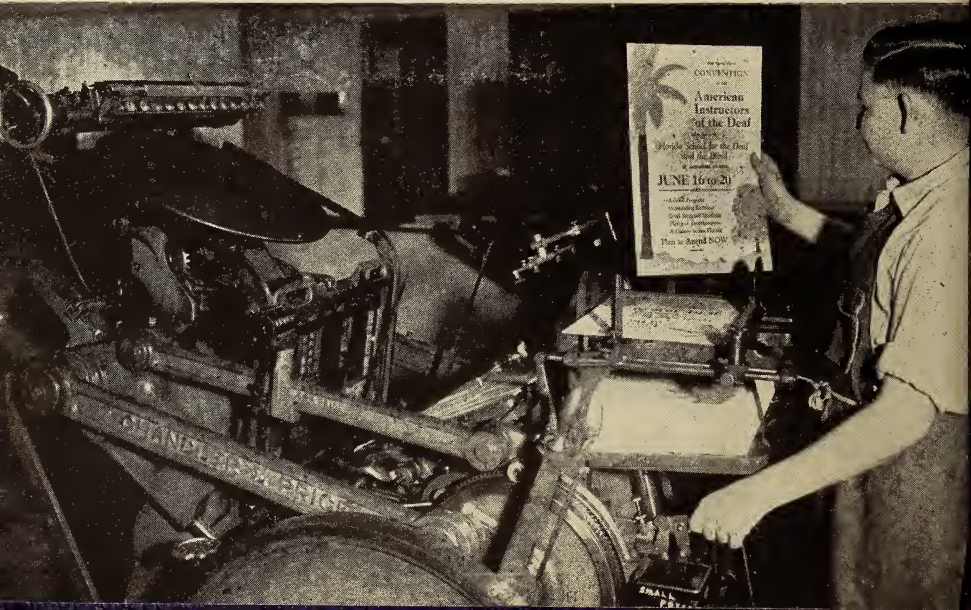
The school has a well-planned vocational program by which each child is provided the opportunity to acquire a trade for which he seems best adapted and most likely meets with success when he leaves school. The boys receive instruction in printing, linotype operating, gardening, floriculture, calsmine, painting, wood-work, general carpentry, general shop, shoe repairing, barbering, general repair work and elementary plumbing. Under the direction of our superintendent of maintenance our boys are given an opportunity to do general shop work which consists in doing various kinds of repair and maintenance work and new construction about the school. This method helps very much in finding out the kind of work with which a boy is most likely to meet success. It is a great aid to proper placement. Considerable time is given to the teaching and development of shop language.

The girls in the Department for the Deaf receive instruction in dressmaking, rug weaving, typing, cooking, plain and fancy sewing, home making, beauty culture and craft work. Those of our girls who have been trained as beauty operators have had practically no trouble securing lucrative employment. Some



Top—A Beginner at a Type Case

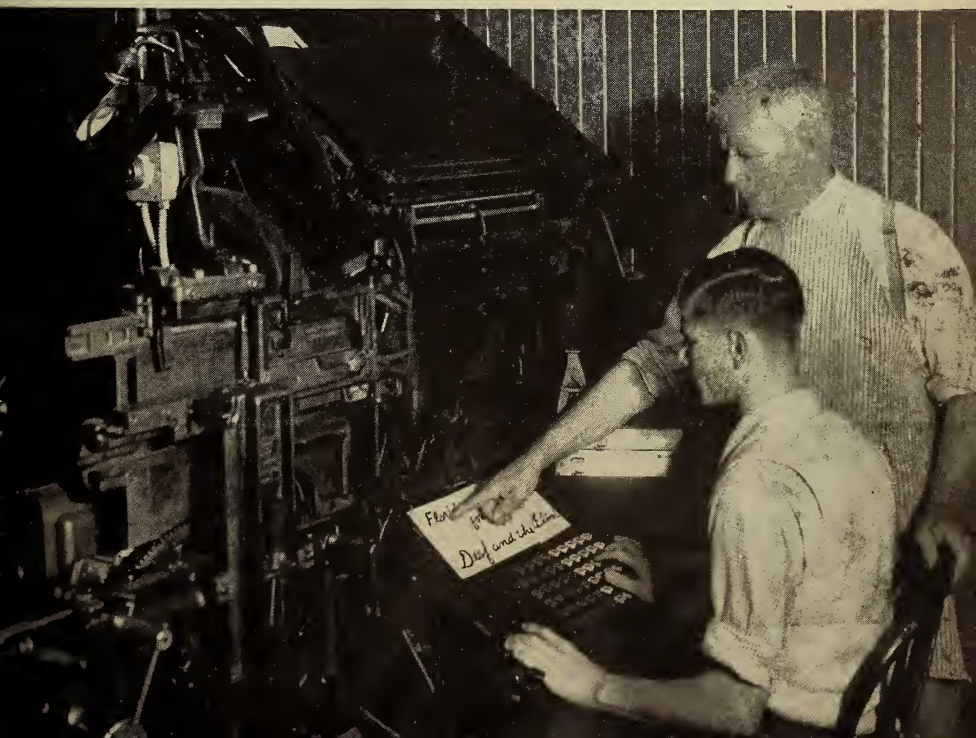
Bottom—On Automatic Press Studying Proper Register and Impression





Top—Learning Imposition of a Four-Color Process

Bottom—A Beginner Learning to Manipulate Keys Properly



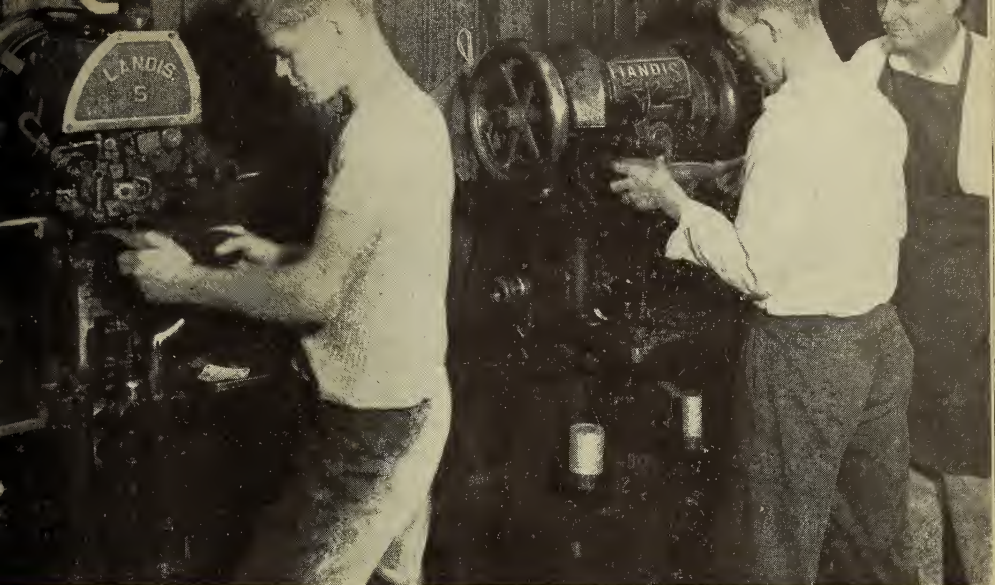


At Work on the Jacks---Shoe Repairing Department for the Deaf

of our former pupils are employed as typists and workers in photography studios. Every pupil who shows proper talent is given instruction in art. Many pupils reflect outstanding ability in this department.

For several years the school has followed the policy of permitting boys to take their vocational training on the job. A number of boys have received instruction in baking in downtown bakeries. Some have received instruction in auto mechanics and others have learned the dry cleaning business. The State Department of Rehabilitation has been very cooperative, and have given our students after leaving school intensive and further training in a particular vocation for which they seem best qualified and require more training. This organization has always been very helpful in the placement of pupils.

For those pupils who seem unable to acquire an academic education, or do much in the classroom, provisions have been made to put in increased time in the vocational department. Graduates and ex-pupils who have proper ability and training, have been placed in splendid positions at handsome salaries. Plans have been made to add more and up-to-date types of equip-

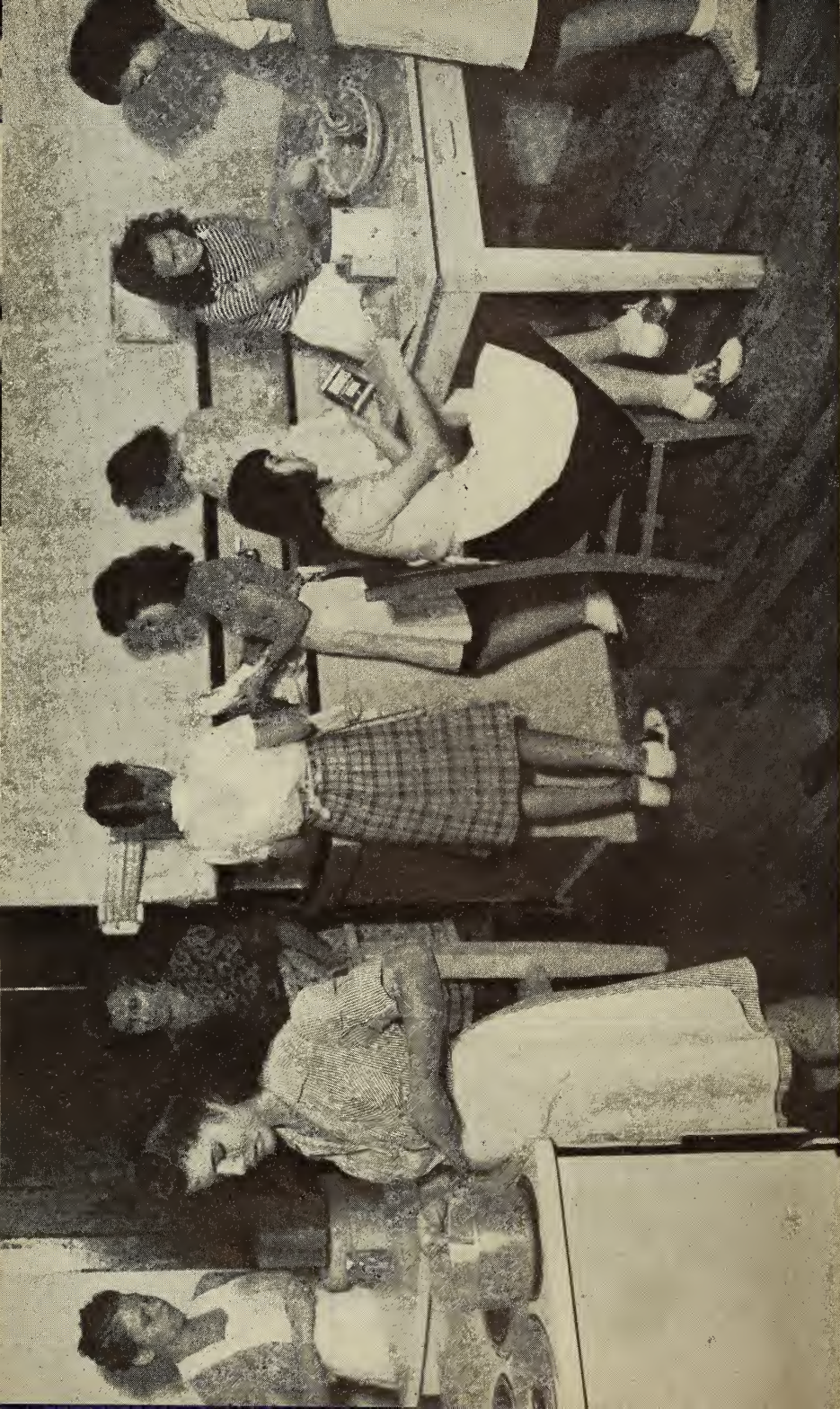


Shoe Attaching—Shoe Repairing Department for the Deaf

ment. A new Miller Simplex Automatic press has recently been ordered for the printing department. It is planned to order additional equipment for all departments in the vocational training department.

Deaf Boys Learn Barbering





Deaf Girls' Cooking Class

Below is found a report of the Instructor in Home Economics:

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

The past few years have been trying ones for our department, as they have been for everyone else. The shortages of various foods have curtailed our ability to cover our course of study to a great extent. It has been necessary to fall back on theory work instead of actual practice in many cases. We have endeavored to follow the course of study as much as possible with the inclusion of war-time substitutes. However, it has been difficult to do much planning ahead because the foods that might be available today are not to be found tomorrow. I made it a practice to use, wherever possible, only those foods which were available and reasonably plentiful on the market, but a great part of the time we were handicapped by not receiving our requisitions, all or in part. Any housewife, good or poor, knows that it is impossible to make certain foods when one or two of the most important items are missing.

Along with what food we were able to prepare we study nutrition, table manners, table setting and service, rules of cleanliness, and problems in home management.

In summing up, I should say that we have done our best with the foods we were able to get during these trying years.

The two advanced classes were fortunate to have Mrs. Mould from the Florida Power and Light Company to come out to our school for a period of six weeks. She reviewed the work which we had covered on good nutrition which included the study of vitamins and minerals. Along with this work, she prepared meals which were rich in certain vitamins and minerals. She had an especially interesting lesson on milk. The final lesson was the most interesting to the girls because she baked a beautiful cake and served it with ice cream. The Florida Power and Light Company furnished all of the food, and some of the items she was able to prepare were foods which we could not get at that time. It was a worthwhile experience for the girls.

On the whole, many projects were presented to the children and considering the difficulties caused by the war-time conditions, the work of the department was quite satisfactory.

Respectfully submitted,

LAURA M. MAYS,

Instructor in Home Economics.



Deaf Civil Service Culture Class

The following is a report of the Instructor in Cosmetology:

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

Please find, enclosed, my report for the classes in cosmetology. We attempt to teach all branches of beauty culture, shampoos, permanent waving, hair styling, cutting and thinning and shaping. Special careful training is given in preparing the scalp and skin for hot oil treatments and facials. Eye-brow arching, manicures, scupler curls, and finger-waving training is given students, and they are taught how to take care of their skin, hair, and nails in a professional manner.

The girls have been interested and have followed the course with great enthusiasm.

Respectfully submitted,
AGNES SOLANO,
Instructor in Beauty Culture.

DEPARTMENT FOR THE BLIND

INSTRUCTION

Two groups of physically handicapped children receive instruction in the Florida School for the Deaf and the Blind. Namely: the deaf and the severely deafened, and the blind and visually handicapped. Methods and procedures of instruction for these two groups are entirely different.

Thus far, the public schools of Florida have not made provisions for the establishment of sight-saving classes. As soon as new buildings are erected and sufficient room is provided, it is our plan to establish at least one sight-saving class. At the present time there are twenty-one children enrolled in the Department for the Blind who should be educated by sight-saving methods. The Board of Trustees of the American Printing House for the Blind has, under consideration, a plan to manufacture sight-saving books and material. The typical blind child is educated by the Braille system, which method consists of a system of raised dots. The Braille system is universal, and an intelligent child may learn to read it in four to eight weeks. After a child has learned to read Braille, the progress will be

just as rapid as that of a sighted child in our regular school system. The course of study in the Department for the Blind is about the same as that of the public school. Because some texts are not provided in Braille, it is necessary to vary the course somewhat from that of the public school; however, the Braille texts are much the same as those in the public schools and the pupil who completes our course of study in the high school department has an education equivalent to that provided in the high schools of the state. Graduates of this department are admitted to institutions of higher learning without examinations. Books and technical apparatus for the education of the blind are manufactured and supplied by the American Printing House for the Blind, which is supported by the Federal Government and located in Louisville, Kentucky.

The Department for the Blind has an efficient department of music and instruction is also given in vocational training.

There follows below a report by the head teacher in the Department for the Blind which covers fully the work of that department.

The Blind Read by Sense of Touch





The Blind Studying Geography With a Carved Relief Map

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

It again becomes my pleasure to render a report to you of the progress and activities of this department during the last two years. It is my sincere belief that much progress has been made in this department since the time I rendered my last report. I shall attempt to outline past accomplishments and to suggest future improvements in this department.

It has been, and is, the purpose of this division of the School for the Blind to give a complete and comprehensive course of study from the kindergarten through high school. We attempt as nearby as possible to make this course coincide with the courses given in the public school system of Florida. We have been somewhat handicapped during the war years by our inability to obtain sufficient new materials printed in Braille. With the end of the war and with the American Printing House returning to normal production, it is our hope that this handicap will soon be overcome.

As mentioned above, we attempt to follow the courses given in the public schools. This is rather a difficult task in our grade school because of the fact that many of our children come to us when they are eight, nine, and even ten years old. These children, in many cases, have never been to school a day in their lives. We have tried to overcome this difficulty by giving individual instruction, and allowing the child to advance just as fast as he can absorb the knowledge imparted to him. Many of our children have succeeded in taking three years' work during the first two years at school. The Board of Control has been generous in allowing us a special teacher for backward students during the coming

academic year. This will tend to balance the progress of backward and brilliant students, and will take some of the burden of individual instruction from the other teachers. We feel sure that this is a step in the right direction.

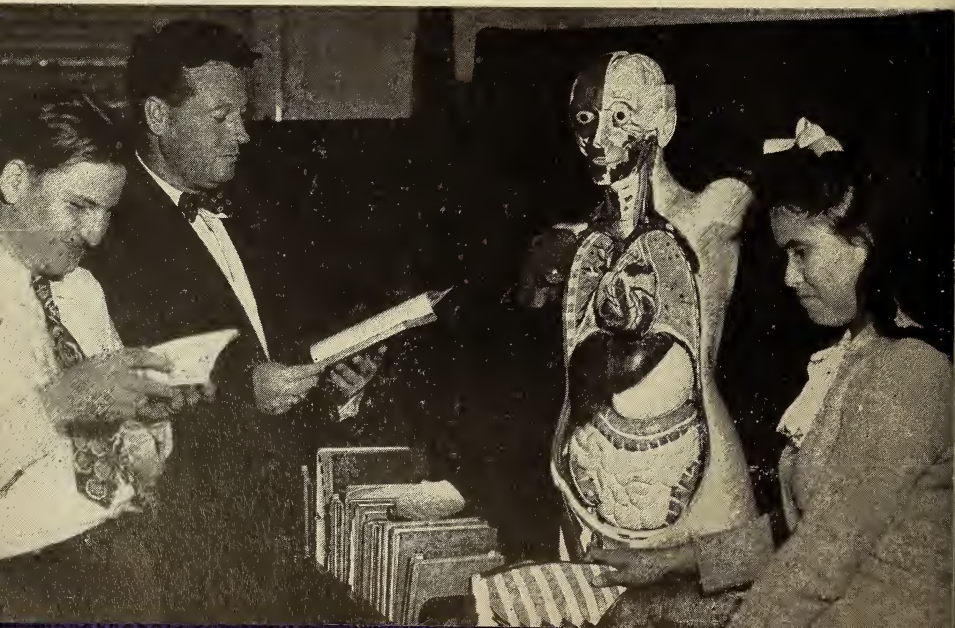
In our instruction in the grades, we are attempting to keep the children as much in touch with real life as possible. This is done by creating real life situations, by allowing the children, when it is practical, to mingle with seeing children in their home communities and to have them meet in their classrooms normal, social problems which will confront them in everyday life in the outside world. Every child is taught to be as independent as possible, and is not allowed to make his handicap a means of getting extra help and sympathy from his teachers or school-mates. The supervisors in the dormitories have been of great assistance in carrying out this aim.

We might summarize then by saying that we are improving our individual instruction and developing the social consciousness of our younger children besides giving them a full public school course of academic work.

HIGH SCHOOL

It has been the privilege of this department and its teachers to graduate seven students from high school during the last two years. These students all graduated with enough credits to enable them to enter college without having to take extra work in the college or university high school. It must be remembered that these students not only have carried on a full academic course in high school, but, in addition, have received a great deal of instruction in music and manual arts. It is safe to

The Blind Using a Manikin to Learn the Anatomy of the Human Body





Blind Students Listening to a Talking Book

say that our graduates in most cases have more training than their fellow students in the public schools. With the proper cooperation, and with the help of the State Government, we feel that these young men and women should be able to take their place among their seeing brothers and sisters and be able to live full, useful and profitable lives.

Our high school is now composed of about twenty students. The student body at the present time numbers about seventy-five. It will readily be seen that a good percentage of our students are continuing through high school. This was not so several years ago when too many blind students dropped out of school in the eighth and ninth grades. This improvement has been accomplished by better field work on the part of the State Agency for the Blind, and by your constant efforts in trying to keep students in school.

PROBLEMS

It should not be imagined that the last two years have been without their trials. One of the greatest of these problems has been the children under our instruction who have considerable vision. These children have difficulty fitting into the life of our school. They cannot see well enough to attend public school, but some of them at least see too well to read Braille. This tends to make the child nervous and, in a great many cases, he becomes a discipline problem. I believe that this condition is improved by requiring every child to read and use Braille. Sight-saving schools do not answer the problem because a great many of our children have progressive blindness, and if they do not learn and use Braille, and then become blind in later life, they will be left without the ability to read. Any child who cannot see well enough to attend public school should read Braille. I cannot impress this fact too strongly. If our school for the blind is to realize its mission, it must force, if necessary, every child to use Braille. There is no middle way.

Another problem which we have in our schools at the present time is our lack of sufficient training in typewriting. I am sure that you agree

that a full-time typewriting teacher should be employed. Every student should have instruction in typing during his full four years in high school. There is no subject taught in a school for the blind that is of more value than typing because this instruction enables the blind person to communicate normally with his friends and relatives and, in some cases, has enabled him to obtain a position as a typist or dictaphone operator. I believe that a course in dictaphone work should be started in this school and, I understand, that you plan to do this. It will be a long step in the right direction.

DISCIPLINE

Great improvement has been shown in the discipline of our students during the last two years. This improvement has been brought about by a careful study of each discipline problem, and by the dismissal of some incorrigible students who were the cause of most of our bad discipline. The policy of this department has been to show no favoritism to any student, and to be just and firm in administering any discipline necessary. Without good discipline, no school can possibly succeed, and I am proud to say that our discipline problems are now at a minimum.

CONCLUSION

The Florida School for the Blind is beyond a doubt well on its way to becoming the leading school for the blind in the Southern States. With sufficient funds at our disposal, and with adequate college trained teach-

"Brailleing" a Model—Department for the Blind



ers, and with the vision which you have shown in your constant effort to improve this school, I earnestly feel that the next two years will be years of great progress and accomplishment for the blind children of our State.

Respectfully submitted,

FRED C. HILL, *Head Teacher,*
Department for the Blind.

BRAILLE LIBRARY



Because of the fact that a blind child possesses hearing, and that a great deal of knowledge is received through the ear, the problem of educating a blind child is not as difficult as that presented in the education of one who is deaf. We receive a large amount of our knowledge through the ear. After a blind child becomes proficient in reading Braille, he can obtain for himself a very large amount of information; therefore, an up-to-the-minute and inclusive library is one of prime importance in a school for the blind. The library in the Florida School for the Blind contains approximately 2,500 volumes, and covers almost every phase of literature, books of instructional nature, and



Blind Department Orchestra

current literature. It also contains a large number of books which are used for supplementary reading in the classroom. As a rule, students in the Department for the Blind enjoy reading, and through reading they acquire a good command of English. Books in Braille are available from the Congressional Library in Washington and other Braille libraries located in different parts of the country. The Federal Government is quite generous in its appropriations to the American Printing House for the Blind which manufactures books and technical apparatus for the education of the blind. It has been possible to provide talking books not only for use in State schools for the blind, but for adults as well. The talking book has been very helpful in educating the blind child, and in bringing pleasure to the adult blind of the nation.

DEPARTMENT OF MUSIC

The Department for the Blind has a very good department of music. Each pupil possessing any musical ability is given an opportunity to study some phase of music. The school has a splendid course and each child has the opportunity to take part in group singing. Children having special ability may receive individual instrumental or vocal lessons. The school also has an orchestra. If any pupil shows outstanding ability provisions are made to develop this particular ability.

Each dormitory is provided with radios and a piano. Students from the Department for the Blind are frequently invited to appear before civic groups, church groups and other organizations.

DEPARTMENT OF PRE-VOCATIONAL TRAINING

The school has a very fine industrial workshop which is in charge of a graduate of a State school for the blind. Pupils in this department learn how to make brooms, mops, brushes, mattresses, door mats, and how to do upholstering and cane chairs. The fact that several of the State institutions order their brooms and mop supplies from this school make the work of this department very interesting and very much alive. The fact that the



articles which are manufactured in this department always have a ready market, causes the boy to put forth his best efforts.

The girls in the Department for the Blind are given instruction in home economics, rug weaving, crocheting, basketry, dressmaking and home making.

There follows a report of the Workshop for the Blind:

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind.
St. Augustine, Florida.

DEAR DR. SETTLES:

A well-organized and diversified industrial program is an asset to any school, and particularly necessary in the education and training of

Chair Caning — Workshop for the Blind





Small Blind Boys Weaving Door-Mats by Touch

blind children. A well-rounded program of work promotes good health habits and aids in developing strong physiques and rounding out character. This industrial training also trains capable hands, adds zest to life as well as furnishing a means for many hours of enjoyable recreation.

When working conditions are good, and work habits are strongly instilled into young people, as they are in our school, a great many problems which would be almost insurmountable without a work program, dissolve into nothingness. A good industrial training program tends to cut in half disciplinary problems on the campus, as well as eliminating nervous mannerisms which tend to develop in small blind boys who have had insufficient exercise and too little hand training by their parents during pre-school time.

In our work shop we endeavor to make the work as interesting and diversified as possible, and our aim is to make every boy self-supporting after leaving school. There are a number of boys scattered throughout the State who are making their living by working at one of the following trades: broom making, mattress making, piano tuning and mop making.

During the past biennium we have manufactured in our shop here at school; 85 radiator brooms, 210 toy brooms, 259 art and hearth brooms, and 7,115 carpet, house and warehouse brooms.

In addition to the above we have made 3,510 deck and scrubbing mops, recaned 62 chairs, made 15 cocoa fibre door mats, upholstered two complete suites of furniture and six occasional chairs. We hope within the next two years to modernize our broom and mattress shops with all new power machinery. By doing this, we hope to be able to turn out a thoroughly competent finished worker.

Respectfully submitted,

THOMAS M. GIBBS, *Shop Foreman.*

There foliows Leiow a report of the Handwork Instructor:

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

The girl's handwork in the Department for the Blind has been carried on successfully this year. Of course, there has been a shortage of

Sewing Brooms—Workshop for the Blind





Mattress Making—Workshop for the Blind

material but, in spite of the fact, the girls have all kept busy. We started out with twenty-eight girls, but several left during the year, which brought us down to twenty-three. The two younger classes, consisting of ten girls, put in two hours each of work a week, and the two older classes put in three to four hours each a week. They were instructed in weaving, crocheting, knitting, mat making and sewing. Many beautiful articles were produced such as rugs, bath mats, dish mats, chair sets, pot holders, refreshment sets, pillow tops and yarn dolls. The younger children did quite a bit of nice work with felt materials as belts, pocket books, hats, gloves and scarfs.

Much time was spent with some of the children who seemed to lack ability to use their hands. As this is a very important factor in the life of a blind person, there were a number of things done to remedy this situation. Different shaped beads were strung, paper cutting done, skeins of yarn were rolled into balls, which was found to be profitable. Neatness was stressed among all of the girls, both in their work and in their appearance. Good posture was another important item which was on our list of improvements of the year. On a whole, the girls did very well in the sewing room this year.

Respectfully submitted,

MAY STELLE, *Instructor in Handwork.*

There follows below a report of the Typewriting Instructor:

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind.
St. Augustine, Florida.

DEAR DR. SETTLES:

Twenty pupils have been enrolled in the typing classes this year. Seven are in the beginning group. Progress has been fair, in some cases excellent; but all of the pupils have been handicapped by having to use portable typewriters, none of which is in good condition. Teaching these classes would be greatly facilitated by having a sufficient number of standard typewriters. Teaching typing to a class of blind children is extremely difficult when each typewriter is different.

Since typing is the only satisfactory means of written communication a blind person has with seeing people, our primary aim has been to enable each student to type neat, well spaced and correctly punctuated letters.

Most of our pupils are enrolled in typing classes for three years, during the sixth, seventh and eighth grades.

Respectfully submitted,

CLAUDINE HUTCHINS,
Instructor in Typing.

Winding Mops and Brooms—Workshop for the Blind





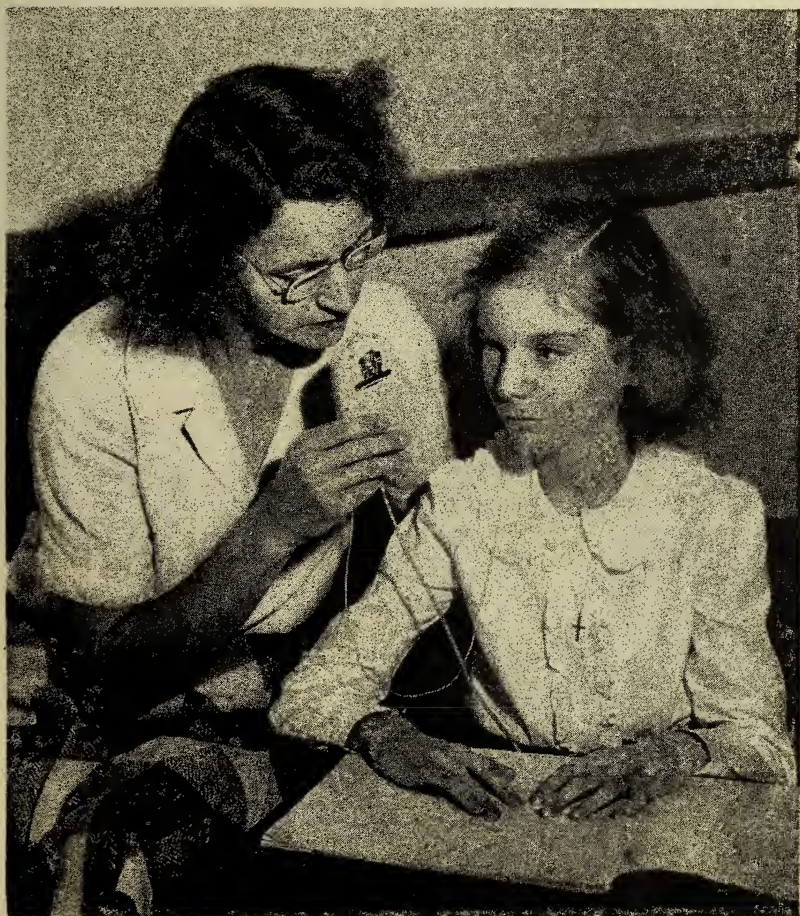
A Blind Girls' Class in Handwork

DEAF—BLIND

The past two years the school has had a deaf-blind pupil. This child has made very good progress, although the school is not properly equipped to give a child of this type the best training. Recently it has been discovered that this child possesses quite a lot of hearing. While this particular case requires a great deal of individual attention, we have been able to place her in a regular class and she seems to be making good progress.

FLORIDA COUNCIL FOR THE BLIND

The Florida Council for the Blind, which was established by the 1941 Legislature, is rendering a good service to the adult blind of the State. It is doing a splendid job of preventing and restoring vision when possible.



Totally Blind and Very Hard of Hearing

Recently, in cooperation with the Federal Department of Vocational Training, it has arranged a more extensive program of vocational training. This organization has been very cooperative in the training and placing of former students of the school who are capable and have proper ability. Newsstands are being operated successfully in different parts of the State.

DOMESTIC DEPARTMENT

The responsibility of training a large group of handicapped children and developing proper health habits, proper etiquette, good personality and good character is one of the most important jobs in a residential school. This responsibility rests largely with the employees of the household department. A capable and experienced matron-dietitian plans the meals and oversees the work of the entire household department.

In charge of the boys and girls in the different departments are housefathers and housemothers, whose work is to look after the children's welfare during the time they are not in the classroom. The movement and whereabouts of each child is accounted for every minute. Only persons of adequate educational training, the best of character and love and interest in children are considered for these positions.

There follows a report of the Matron-Dietitian:

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

Probably this is the most important department in the school as health helps to determine the advancement, integrity, clear thinking and happiness of a person.

To have good health, the principle factor in carrying out the above policy is serving the right combinations, quality, quantity, sanitary

Small Blind Boys' "Gym" Class





Primary Department Deaf Children at Supper

preparation and cooking of food. I am happy to say that the food has been of excellent quality and well varied, despite the shortage due to economic conditions; however, it has been necessary to purchase in small quantities, and from a number of business firms in order to supply the needs. Our department has met its obligations in spite of difficulties with inefficient help.

In preparing menus, we endeavor to follow the rules listed below:

MILK—At least a quart for each child to be used in cooking and for drinking.

LEAFY GREEN OR YELLOW VEGETABLES—One or more servings each day.

EGGS—One each day, or three or four a week.

TOMATOES, ORANGES, GRAPEFRUIT—Any raw fruit rich in Vitamin C—One or more servings daily.

POTATOES, OTHER VEGETABLES OR FRUIT—Two or more servings each day.

LEAN MEAT, POULTRY, FISH—One or more servings each day.

CEREALS AND BREAD—At least two servings of whole grain or enriched products each day.

BUTTER OR OLEOMARGARINE THAT CONTAINS ADDED VITAMINS A—At each meal.

SWEETS—As needed for health.

The regular menus are supplemented by a special lunch at recess each day for those children who are underweight or suffer from malnutrition.

Sample menus for the week of April 22 to April 28:

*Monday:**Breakfast*

Tomato Juice
Bacon
Grits
Toast
Preserves
Milk

Dinner

Olives
Fried Chicken
Green Peas
Stewed Corn
Bread
Gravy

Supper

Lima Beans
Scalloped Tomatoes
Stewed Fruit
Bread
Canned Peaches
Cookies
Milk

*Tuesday:**Breakfast*

Stewed Prunes
Dry Cereal
Boiled Eggs
Toast
Jelly
Milk

Dinner

Onions
Baked Ham
Boiled Cabbage
Apple Sauce
Corn Bread

Supper

Beef Hash
Green Peas
Lettuce Slaw
Jello Pudding
Bread
Milk

*Wednesday:**Breakfast*

Apple Juice
Grits
Sausage
Toast
Marmalade
Milk

Dinner

Roast Beef
Gravy
Wax Beans
Creamed Potatoes
Lettuce, Carrots
Celery Slaw
Corn Bread
Apple at each plate

Supper

Liver Lunch Meat
Hominy
Beets
Canned Pineapple Slices
Cookies
Milk

*Thursday:**Breakfast*

Grapefruit Juice
Cream of Wheat
Bacon
Preserves
Milk

Dinner

Roast Pork
Rutabages
Turnip Greens
Pickle
Corn Bread
Apple Sauce

Supper

Spaghetti
Lunch Meat
Cabbage Celery
Carrot Slaw
Milk

*Friday:**Breakfast*

Prune Juice
Grits
Bacon
Preserves
Toast
Milk

Dinner

Fried Fish
Scalloped Potatoes
Cauliflower
Sliced Tomatoes
Corn Bread

Supper

Chili
Peanut Butter
Jelly Sandwiches
Canned Peaches
Cookies
Milk

*Saturday:**Breakfast*

Orange Juice
Pancakes
Syrup
Butter
Milk

Dinner

Green Beans
Beets
Corn
Sliced Onions
Corn Bread

Supper

Corned Beef Hash
Carrots
Canned Pears
Cookies
Milk

*Sunday:**Breakfast*

Apple Juice
Dry Cereal
Bacon
Jelly
Toast
Milk

Dinner

Fried Chicken
Squash
Green Peas
Sliced Tomatoes
Rolls
Butter
Ice Cream

Supper

Fruit
Cookies
Milk

Respectfully submitted,

FAYE WILLIAMS,

Matron-Dietitian.

HEALTH PROGRAM

In a school having the responsibility for the proper care and education of 400 children of different ages, types, and physical condition, the work of organizing and carrying out a proper health program is not easy. Many of our children have become deaf, or blind, through dreadful childhood diseases which have left their mark upon their physical well-being.

Our medical department consists of one medical doctor, one ear, eye, nose, and throat specialist, one dentist, one registered nurse and one practical nurse. The school has a thirty-six bed infirmary.

On the whole, the health of the student body was very satisfactory during the last two years. As a matter of fact, we were not bothered very much with epidemics of any kind. Most of our health difficulties have been caused by skin diseases and the

Bedtime for Primary Deaf Boys



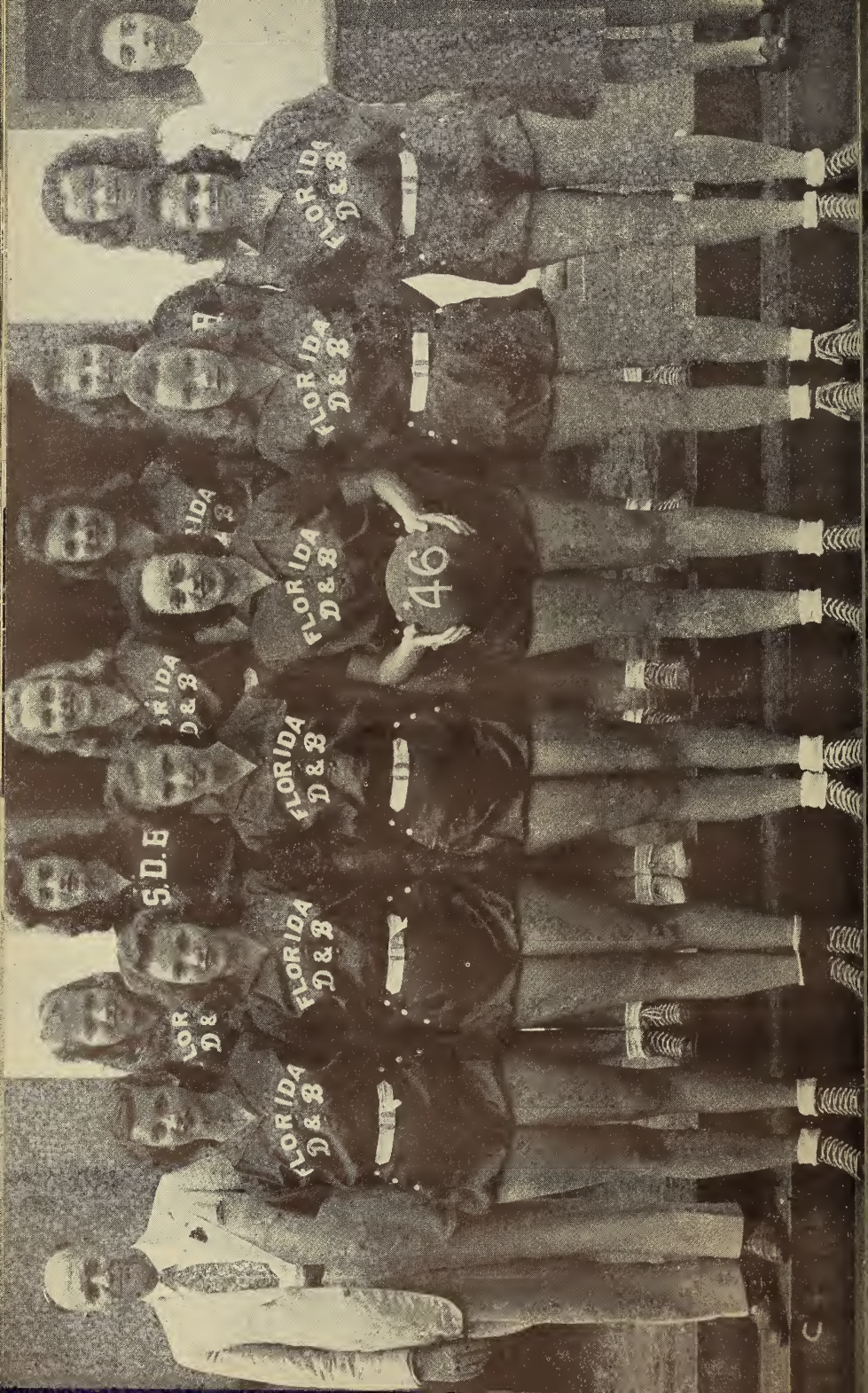


usual number of cases of minor illnesses and injuries. Proper diet and rest have a very important part in a school of this kind. Much attention is given to proper feeding and recreation. The children are under careful supervision at all times. While, at times, it has been very difficult to buy proper foods, on the whole the children have had plenty of nourishing food, with a sufficient supply of milk, fresh foods and green vegetables. Much attention is also given to the proper preparation of foods. When school opens in September, a clinic is held and every child is carefully examined and a record card made out. All physical defects are noted and proper provisions are made to cure them. About the first of each month every child is weighed and each child not maintaining the proper weight is re-examined and careful measures taken. Those children who are not up to weight, or who seem not to be doing well physically, are placed on special diets and given nourishing food according to their needs. All children entering school for the first time must present a negative Wassermann Test.

The health of the student body during the past biennium has been satisfactory. We attribute our usual good health program to careful supervision, to careful planning of meals, planned recreation, sufficient time for proper rest and adequate medical attention. While we were unable to do as much operative work in the Department for the Blind as usual, due to limitations caused by the war, a number of children did have their tonsils removed. Also, we have had operations for cataracts. Quite frequently, after proper medical attention and operative attention, we were able to return some children to the public schools. A large number of glasses have been provided for children in both departments.

DAILY SCHEDULE

In a school of approximately four hundred, made up of different types of handicapped children, the job of arranging a properly balanced daily program in order that the academic, vocational and recreational departments will be properly coordinated, presents a great many difficulties. A great deal of thought and good has been given to the planning of a daily pro-



gram in order that the course of study may be completed and that the children have sufficient time for social activities and recreation.

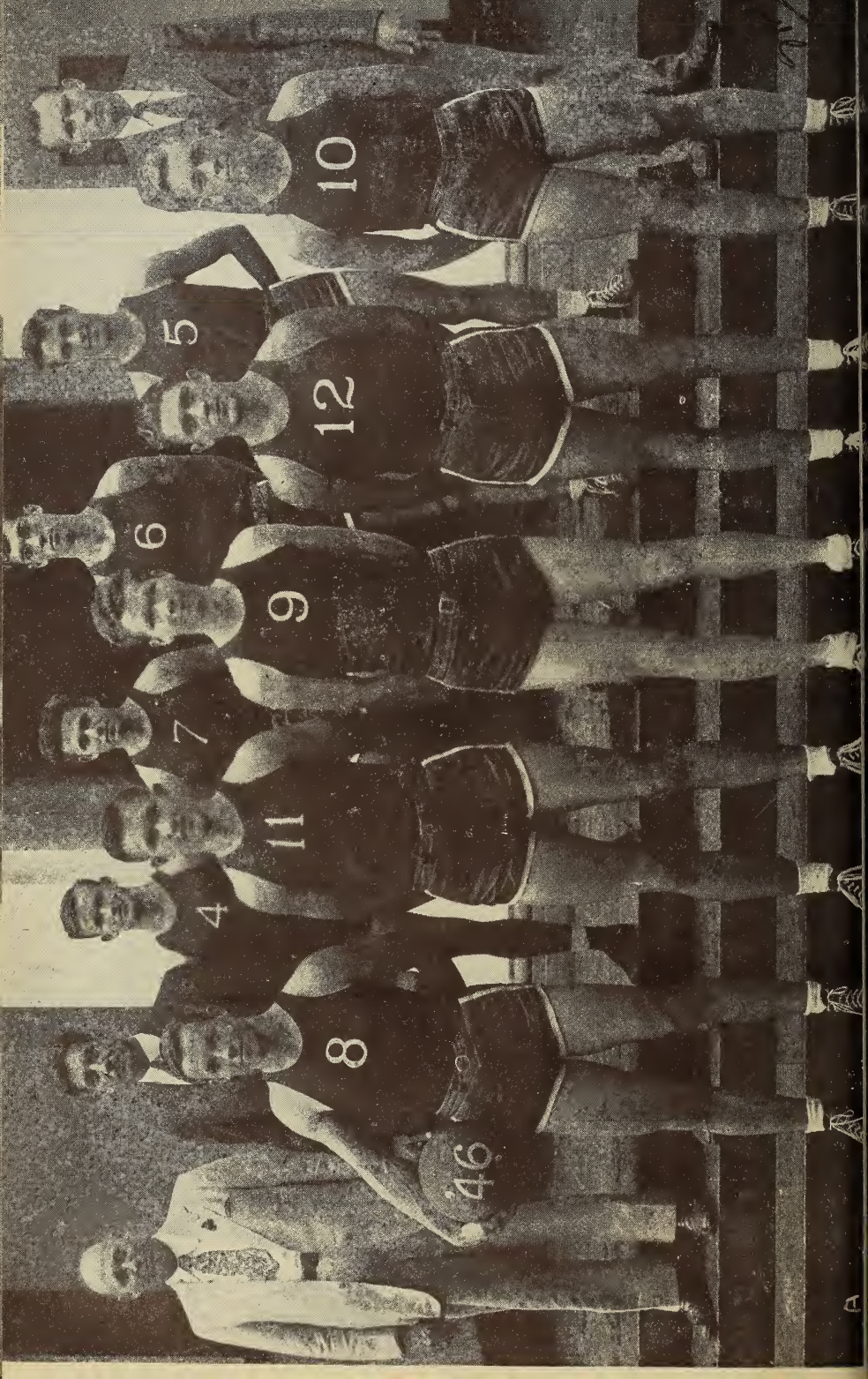
At the present time, the academic program is carried on between the hours of 8 and 1 o'clock. All the vocational instruction is given in the afternoon between the hours of 2 and 4 o'clock. The physical education program comes between 4 and 5 o'clock in the afternoon. Vocational instruction is given on Saturday from 8 until 11 o'clock in the morning. Saturday afternoons the children are free to do as they wish. They are allowed to go downtown, visit their friends or engage in any pastime in which they are interested. The younger children go to town frequently on shopping tours and to the movies under the supervision of their housemother. On Sundays the children from the Department for the Blind attend church downtown. A non-sectarian Sunday School is held for both departments of the school. Non-sectarian church services are conducted for the students in the Department for the Deaf each Sunday morning in the school auditorium.

Due to the fact that the registration of the school has increased so much, we feel it will be necessary to go to a double session program the next school year. By the inauguration of such a program, it is felt that it will be easier to make a working schedule, and that the children will receive much more, not only in the academic department, but in the vocational department as well.

There follows below the Order of the Day:

SCHOOL DAYS

Rise	6:00 AM
Breakfast.....	7:00 AM
School.....	8:00 AM
Recess.....	10:45 to 11:00 AM
Close of School.....	12:50 PM
Dinner.....	1:05 PM
Shops and Industries.....	2:00 PM
Close of Shop and Industries.....	4:00 PM
Recreation.....	4:00 to 5:00 PM
Supper.....	5:45 PM
Study.....	Blind and Deaf: 7:00 to 8:30 PM
Retire—Lights Out.....	9:30 PM



SATURDAYS

Rise.....	6:00 AM
Breakfast.....	7:00 AM
Shops and Industries.....	8:00 AM
Close of Shop and Industries.....	11:00 AM
Dinner.....	1:05 PM
Supper.....	5:45 PM
Meeting of Literary Societies.....	6:30 PM
Retire—Lights Out.....	9:30 PM

SUNDAYS

Rise.....	7:00 AM
Breakfast.....	8:00 AM
Sunday School.....	9:00 to 10:00 AM
Devotional Exercises.....	11:00 AM
Dinner.....	1:15 PM
Refreshments.....	5:00 PM
Meetings of Christian Endeavor Societies:	
Department for the Blind.....	5:30 PM
Department for the Deaf.....	6:30 PM
Retire—Lights Out.....	9:30 PM

DEPARTMENT OF PHYSICAL EDUCATION

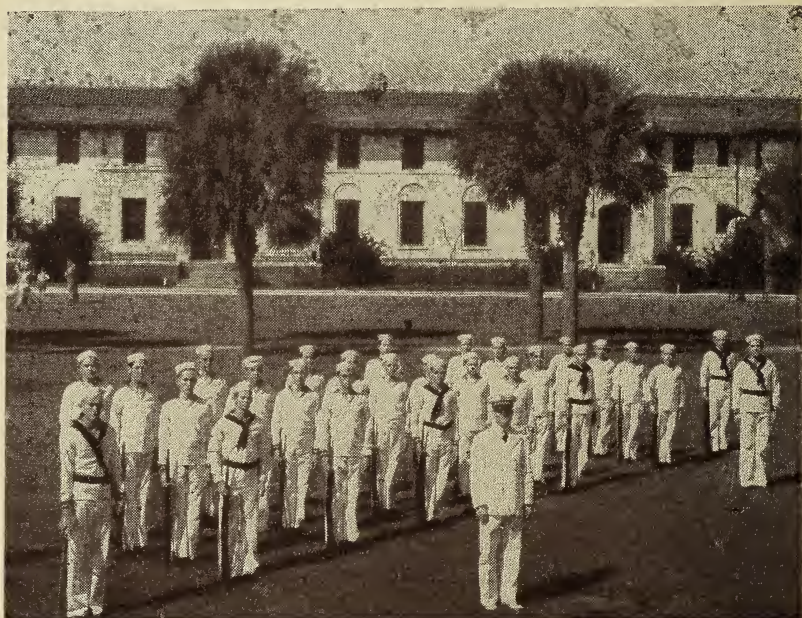
The Department of Physical Education is so organized that each child of the school has some form of physical training daily. The work of the Department of Physical Education is planned to include physical examinations, individual and group gymnastics, organized and unorganized games, folk and social dancing and instruction in proper health habits.

The older boys engage in football, and both boys and girls have an opportunity to play basketball. Games are arranged with the public schools in the vicinity of St. Augustine, and it is arranged so that the basketball and football teams play at least one game with nearby State schools for the deaf.

The primary children in Bloxham and Wartmann Cottages have a carefully planned recreational program. The older children in both departments receive instruction in aesthetic dancing. As soon as different types of equipment are obtainable, it is planned to enlarge the facilities of this department and make it even better than it was before World War No. 2.

DEPARTMENT OF MILITARY TRAINING

Military training, in a small way, has been carried on for many years with the older boys in the Department for the Deaf. This training has a great deal of value in developing proper discipline and proper respect for authority. It also has its value in developing initiative, alertness, proper carriage, neatness, and good personality traits.



Military Training for the Deaf

Boys in this department frequently take part in patriotic parades and public performances. Considering the handicap of deafness, they march with almost the accuracy and precision of regular soldiers.

FARM AND DAIRY

The school dairy, located at Casa Cola, north of St. Augustine, continues to furnish approximately one hundred gallons of milk per day for use at the school. The matter of operating a

school dairy the last years has been very expensive; however, we have had sufficient milk for our student body and that is an absolute necessity in maintaining a proper health program with children in a school of this kind.

The Jersey herd, which consists of 106 head, is on the accredited list of the Federal Government and is free of tuberculosis and Bang's disease. During the past year the dairy herd produced 26,475 gallons of milk. There continues a great demand for offspring from this herd of registered Jerseys. A large number of young stock has been sold in different counties over the State.

The school also has a very satisfactory hog farm which provides a great deal of meat for the school. This farm is maintained largely by garbage from the different kitchens at the school. The farm has been a great help to the household department in providing an adequate and balanced diet. It has been impossible to do very much repair work or any clearing of land and development of pastures during the last five years. Now that the war is over and certain materials will be more plentiful soon and obtainable, it is planned to make considerable improvements at the school farm. A great deal remains to be done in the way of clearing land and in the erection of additional buildings.

REPAIRS AND IMPROVEMENTS

Due to the scarcity of materials and labor, no major improvements have been made. Only necessary repairs were taken care of. Stumps were removed from a large acreage at the farm and a small amount of clearing done. Some fencing was constructed at the school farm. New gutters and downspouts were placed on Wartmann Cottage. Considerable new equipment has been placed in the classrooms. A new RCA moving picture machine was purchased for the Visual Aid Department.

A small amount of repairing has been done. The school needs a great amount of plastering and redecorating which must be done just as soon as materials and labor are available. Some of the older buildings are badly in need of a great deal of repair work which will be carried out as soon as possible.

GRADUATES

In May, 1945, there were graduated from the Department for the Deaf the following pupils: Roger Fleming, Live Oak; James Pritchard, Jacksonville; Fletcher Smith, Groveland; Evelyn Webb, Inverness; Margaret Hovsepian, Miami; Caroline Smith, Fort Myers; and Lucille Themis, Apalachicola. There was one graduate from the Department for the Blind: Elwood McClellan, Jacksonville. From the Department for the Colored there were seven graduates: Edith Field, Orlando; Rosa Mae Pollard, Orange Park; Alberta Jackson, Jacksonville; Roslynn Smith, Miami; Parleny Poole, Palmetto; Corinne Robinson, Archer and Ernest Lee Kendrick, West Palm Beach.

The commencement address was given by Professor H. P. Constans, head of the Speech Department, University of Florida.

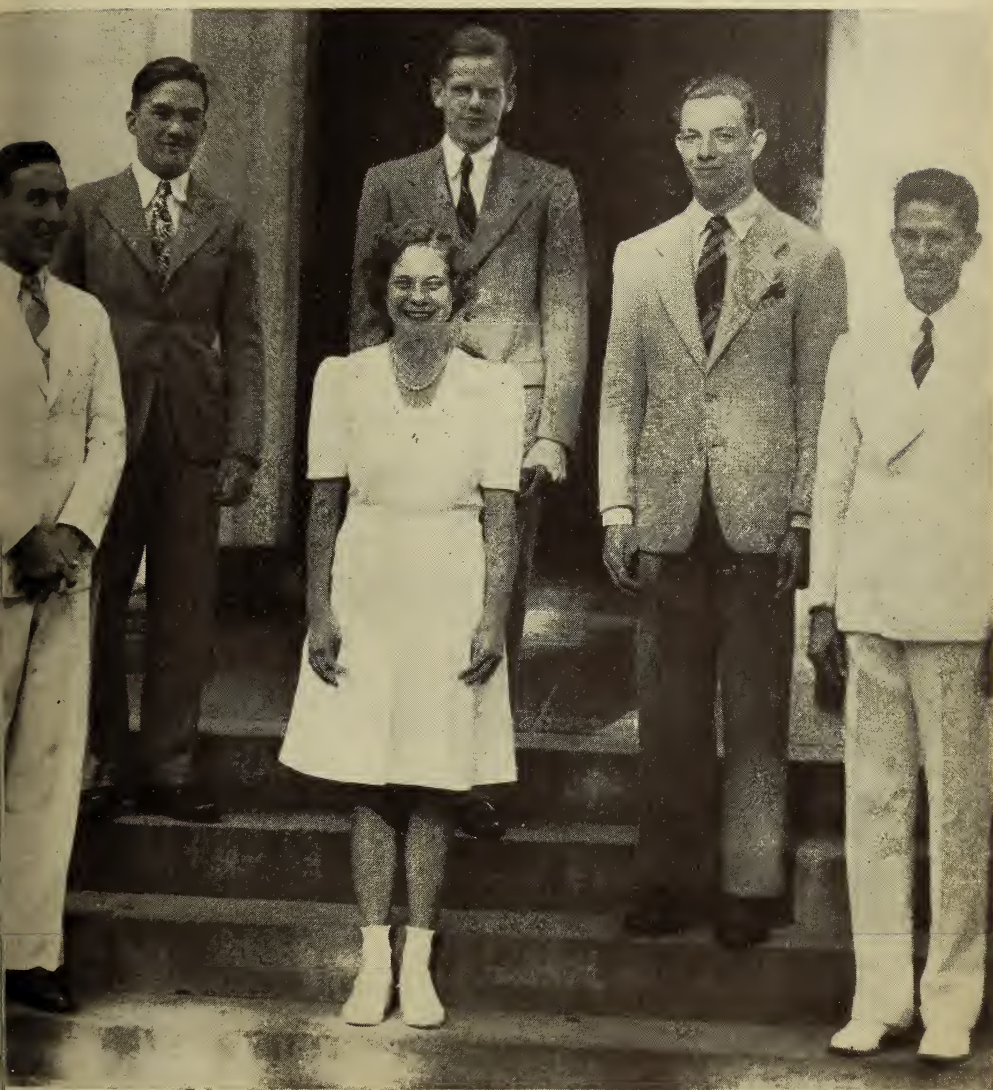
Mr. Constans said he chose for his speech a subject which was good in time of peace or war—good for young or old—good for today or tomorrow: “The Measure of a Man.”

He divided his speech into four parts, illustrating each one with clever, instructive interpolations. He said in part: “The first measure of a man is *Reliability*. Banker and insurance men use that work consistently. The second part is *Self-Reliance*—this means your ability to reply upon yourself, and not run to someone else for advice. The third measure of a man is *Respect for Authority*, which is just living up to the law. The fourth is *Self-Respect*. If you do not respect yourself, how can you expect anyone else to do so?”

In closing Mr. Constans said that “It is hard to learn, but it is a terribly important lesson—no individual lives to himself alone; no individual does things that reflect upon himself alone. It takes quite a while to learn that, but it is true. What a person does reflects upon his family. Every success he has, they share in, and every failure he has, they share in.”

In speaking to the graduates, Mr. Constans said: “Let whatever handicap you may have be simply a challenge for you to rebuild your effort and determine to go even further, and then when you do, the victory is so much the greater, and the success is so much the better.”

1946 GRADUATES



RL MCCOY

FRED HOLLY

GENE CARRE

JOHN HUDSON

ELOUISE REGISTER

JAMES STASCH

May 27, 1946, there were six graduates. The commencement address was given by Dr. John W. Branscomb, Pastor of the First Methodist Church, Orlando, Florida.

Dr. Branscomb, in his talk, emphasized the right use of time. He emphasized growth as the measuring stick of life. He illustrated his talk by humorous and graphic illustrations, and held the interest of his audience.

Graduates in the Department for the Blind were as follows: Fred Holly, Lakeland; John Hudson, Miami; Carl McCoy, Tallahassee; Elouise Register, Alturas; and James Stasch, St. Petersburg. There was one graduate in the Department for the Deaf, John Eugene Carre, East Palatka. From the Department for the Colored, there were two graduates: Jennie George, Sebring, and Benjamin Junior Morris, Jacksonville.

STUDENTS IN INSTITUTIONS OF HIGHER LEARNING

During the past biennium, the following graduates of this school attended institutions of higher learning. Students at the University of Florida are Albert Asenjo of West Palm Beach and Jack Arant of St. Augustine, Florida. Mary Scherer, who has been attending Trinity College, Washington, D.C., graduated in May, 1945, and is now employed by the Federal Security Agency, Washington, D.C. Graduates of the school who have outstanding ability are awarded scholarships to attend institutions of higher learning.

PROFESSIONAL IMPROVEMENT

During the period of the war, few national organizations held conventions. The President of the School attended the 38th biennial convention of the American Instructors of the Blind which was held at the Perkins Institution for the Blind, Watertown, Massachusetts, June 24-28. The convention was largely attended by delegates of thirty-six states, Puerto Rico, and Canada. The programs were timely, interesting and informational. The lectures on business management and social studies were outstanding. Practically every field of instruction relative to

education of the blind was given attention. The meeting was attended by the President of the School and Miss Lucille Ferguson, eighth grade teacher.

At one of the sectional meetings a paper entitled, "The Introduction of Science in the Elementary Grades," was presented. This paper was prepared by Miss May Stelle, fifth grade teacher of the Florida School.

The President of the School also attended some sessions of the fifty-sixth annual meeting of the American Association to Promote the Teaching of Speech to the Deaf, which was held at Hunter College June 24-28. The theme of this meeting of the America Association to Promote the Teaching of Speech to the Deaf was "Better Speech for Better Living." Demonstrations, lectures, and exhibits of technical apparatus used in the instruction of the deaf were timely and up to the minute in every respect. Outstanding lecturers at this meeting were Dr. and Mrs. E. W. Ewing of England.

Several teachers attended summer schools. The school, as usual, has one hundred per cent membership in the Florida Education Association, The American Association to Promote the Teaching of Speech to the Deaf, The Convention of American Instructors of the Deaf and the Convention of American Instructors of the Blind. Each faculty member is urged to carry a membership in the national organization which covers his special field of teaching.

The President of the School is, at the present time, President of the Convention of American Instructors of the Deaf. The thirty-third biennial convention of this organization will hold its next meeting at the Florida School for the Deaf and the Blind, St. Augustine, June 16-20, 1947.

RESIGNATIONS AND APPOINTMENTS

Resignations in June, 1945, were as follows: Miss Elizabeth Hicks to attend Trinity College; Mrs. Lucille Kirtland to remain at home; Miss Sara M. Lee to be married; Miss Helen Nyhus to go to the California School; Mrs. Mae Powell to remain at home;

Miss Doris Smith to be married and Miss Clarissa Pickles, leave of absence.

Appointments to fill these vacancies were: Mrs. Winifred Ballou, M.E., of Oak Harbor, Ohio, who received her training to teach the deaf at the Indiana School for the Deaf; Miss Celia Burg, B.S., of Newark, New Jersey, who received her training to teach the deaf at Gallaudet College; Mr. Raymond Capella of St. Augustine, who received his training at Columbia University, New York City; Mrs. Blanche Eades Rueck, A.B., of Jacksonville, Illinois, who received her training at Clarke School for the Deaf; Miss Margaret Parris, B.S., of Cave Spring, Georgia, who received her training to teach the deaf at the Georgia School for the Deaf, and Mrs. Wahneeta Davenport of St. Augustine, who received her training to teach at Furman University. Mrs. Ethelyn Harris of St. Augustine was appointed librarian and clerk.

Resignations in June, 1946, were as follows: Mrs. Winifred Ballou, to leave the State; Mrs. Nadine Bullard, to go into business with her husband; Miss Celia Burg, to be married; Mr. Raymond Capella, to attend school; Miss Anne Huffman, to be married; Miss Lucy Lewis, to go to the Maryland School; Mrs. Laura Mays, to remain at home; Miss Jane Pearce, to go to the New York school; and Miss Mary Stack, to go to the Mississippi School.

Appointments to fill these vacancies were: Mr. Franklin Buck, A.B., of St. Augustine, who received his training to teach the deaf at Western Pennsylvania School for the Deaf; Miss Mary Guilmartin, B.S., of St. Augustine, who received her training to teach the deaf at Clarke School for the Deaf; Miss Jeanette Johnson, A.B., of Jacksonville, Illinois, who received her training to teach the deaf at Illinois School for the Deaf; Mrs. Edna Kerr, B.A., of St. Augustine, who received her training to teach the deaf at the North Carolina School for the Deaf; Miss Christine Olson, B.A., of Bottineau, N. D., who received her training to teach the deaf at the Lexington School for the Deaf; Miss Emelie Olson, B.A., of Bottineau, N. D., who received her training to teach the deaf at Clarke School for the Deaf; Miss

Charline Rotha, B.S., who received her training to teach the deaf at the North Carolina School for the Deaf; Miss Ruth Smallshaw of Saskatoon, Sask., Canada, who received her training to teach the deaf at the Saskatoon School for the Deaf; Miss Marion Stewart of Saskatoon, Sask., Canada, who received her training to teach the deaf at the Saskatoon School for the Deaf; and Miss Clarissa Pickles, A.B., of Sanford, Maine, who has returned from a year's leave of absence.

SOCIAL AND STUDENT ACTIVITIES PROGRAM

The daily program of the residential school must necessarily be arranged so that proper use is made of all available time, yet, sufficient time must be allowed for leisure, planned recreation and social activities. It is a difficult assignment to arrange

Students and Alumni at Homecoming Dance



such an inclusive program so that each department will be properly taken care of. While we have been handicapped the last two years by lack of proper, qualified leadership, we feel we have done a good job with our physical education and recreation programs. Our social program is so arranged that we have frequent socials, dances, parties, picnics, and often excursions are made to places of interest in St. Augustine and nearby. All socials and excursions are planned and chaperoned by faculty members.

The Department for the Deaf, as well as the Department for the Blind, has a literary society and Christian Endeavor. Occasionally, ministers from downtown churches and representatives from downtown Christian Endeavors have charge of the program at the school. In so far as possible, every opportunity is given the individual child to develop self-reliance and self-dependence.

During the school year, a number of entertainments are provided for the student body. Usually a couple of magicians put on entertainments for the children which are thoroughly enjoyed. Moving pictures are provided each two weeks. Of course, the older children are allowed to attend downtown picture shows on week-ends. As stated above, every opportunity is extended that will provide for the development of initiative and self-dependence.

CONCLUSION

While the work of the past biennium has been very difficult, the results have been satisfactory. At times it has been practically impossible to secure labor and household help. The majority of the time, the school has been fortunate in having qualified teachers. In spite of the fact that almost 800 teachers have left the profession, and very few have entered training schools to prepare themselves to teach the handicapped, the school has had a trained and qualified staff.

The greatest difficulty the school faces at the present time is the obtaining of materials and labor for a building program and the almost impossibility of securing equipment. The last Legislature made generous provision for a building program.

The following projects were authorized:

<i>Proposed Project</i>	<i>Estimated Cost</i>
1. Garage and Service Building	\$ 54,228.00
2. Refrigeration and Storage Facilities.....	44,500.00
3. Dormitory, White Primary Children.....	237,900.00
4. Dormitory, Negro Boys	92,500.00
5. Dormitory, Negro Girls.....	92,500.00
6. Additional Classroom Facilities, Walker Hall	96,580.00
7. Library — Deaf and Blind.....	125,000.00
8. Gymnasium and Swimming Pool.....	200,000.00
9. Laundry Building.....	51,000.00
10. Repair and Renovate Heating Plant.....	75,000.00

Number one and two projects are under construction. Plans have been completed for number three, and it is expected that plans will be completed for number six and seven by January 1, 1947. Plans are also being drawn for four and five. It is confidently expected that the entire building program authorized by the last Legislature will be under headway by the end of the present fiscal year, June 30, 1947.

The school has the largest attendance in its history, and is dreadfully crowded, especially in the primary department and at the colored school. Our graduates and ex-pupils continue to have no difficulty in obtaining good positions at good salaries. The enthusiastic interest and careful attention of the Board of Control in all our problems is muchly appreciated. The splendid interest of the Governor and the State Board of Education in our many problems and their concern that we be provided with the imperative improvements we have requested, we also deeply appreciate. The interest of the faculty and employees and their attention to the details of their positions which means the success or failure of our plans, for the proper education of the children entrusted to our care is greatly appreciated.

Respectfully submitted,



President.

APPROPRIATION REQUEST FOR 1947-49

	<i>First Year</i>	<i>Second Year</i>
Salaries	\$208,720.00	\$208,720.00
Reserve for Salaries.....	5,000.00	5,000.00
Necessary and Regular Expenses	255,147.00	255,147.00
Special	48,173.00	
TOTAL	\$517,040.00	\$470,867.00

SUMMARY OF PROPOSED BUDGET
FOR 1947-49 BIENNIUM

<i>Department</i>	<i>Salaries</i>	<i>Expenses</i>	<i>Total</i>
Administration	\$ 33,040.00	\$ 17,030.00	\$ 50,070.00
Maintenance and Operation.....	41,040.00	142,844.00	183,884.00
School for the Deaf.....	162,930.00	55,750.00	218,680.00
School for the Blind.....	54,750.00	25,400.00	80,150.00
Dormitories	48,030.00	21,200.00	69,230.00
Dining Halls	42,930.00	163,000.00	205,930.00
Hospital	9,720.00	5,620.00	15,340.00
Laundry	11,200.00	18,050.00	29,250.00
Physical Education		5,400.00	5,400.00
Farm	13,800.00	56,000.00	69,800.00
Reserve	10,000.00		10,000.00
TOTALS	\$427,440.00	\$510,294.00	\$937,734.00
Special		48,173.00	48,173.00

Of the appropriation of \$48,173.00 for Special, \$10,102.00 has been budgeted from Incidental Funds.

PERMANENT IMPROVEMENTS

CAPITAL OUTLAY

Workshop for the Blind.....	\$ 90,000.00
Vocational Training Building (Deaf Girls).....	90,000.00
Renovate and Repair Present Negro School.....	100,000.00
Renovate and Repair Present Industrial Building	125,000.00
Install New Storm and Sanitary Sewers.....	69,500.00
Dredging and Filling for Additional Land for Athletic Field	60,000.00
Concrete Bleacher for Athletic Field.....	35,000.00
Green House	2,500.00
Tenant House at the Farm.....	3,000.00
	\$575,000.00

STATEMENT OF RECEIPTS AND DISBURSEMENTS FOR 1944-45 AND 1945-46

	<i>Year</i> 1944-45	<i>Year</i> 1945-46
RECEIPTS AND BALANCES—SALARIES		
Balance brought forward.....	\$ 1.03	None
State Appropriation.....	93,465.00	\$117,088.00
Total Available.....	93,466.03	117,088.00
Disbursements.....	93,466.03	110,720.04
Balance.....	None	6,367.96
NECESSARY AND REGULAR		
Balance brought forward.....	5,821.35	None
State Appropriation.....	121,094.00	151,237.00
Total Available.....	126,895.35	151,237.00
Disbursements.....	126,892.17	150,679.41
Balance.....	3.18	557.59
PERMANENT BUILDING FUND		
Balance brought forward.....	1,855.38	259.36
Disbursements.....	1,596.02	140.53
Balance.....	259.36	118.83
INCIDENTAL FUND		
Balance brought forward.....	32,156.83	12,741.52
Receipts.....	8,508.42	14,677.41
Total Available.....	40,665.25	27,418.93
Disbursements.....	27,923.73	482.14
Balance.....	12,741.52	26,936.79
BOARD OF CONTROL FUND		
Balance brought forward.....	14,126.32	None
Receipts.....	None	None
Disbursements.....	14,126.32	None
Total Available all Funds.....	277,007.30	296,003.29
Total Disbursements all Funds.....	264,004.24	262,022.12
Total Balances all Funds.....	13,004.06	33,981.17

LIST OF GRADUATES

WHITE DEAF GRADUATES

- | | |
|---|---|
| 1898—Artemas Winfred Pope
Cora Carlton | 1934—Clara Stevenson
Ethel Crawford |
| 1907—Eugenia Wilson
Nettalien Vanderpoel | 1935—Velma Cumbie
Janet Lightbourn
Pauline Register
Loyce Ommie Barfield
Albert Forrest Reeves
Harry Joseph Schaffner, Jr.
Edwin Laurens Bledsoe |
| 1908—Alice Carlton | |
| 1913—Henry Stephen Austin
Henry Raymond Rou
Willie Harvey Townsend | |
| 1914—Minnie Violet Clemons
Sarah Virginia Johnson
Roxie Rice Jordan
Charles Edward Manire | |
| 1918—Laurence Randall | |
| 1919—Dixie Clyde Fernside
Amelia Theresa Loring
Lalla E. Wilson
Uriel Jones | |
| 1921—Annie Louise Clemons
Mary Jim Crump
Pearl Helen Holland | |
| 1926—Marjorie K. Egle
Gladys L. Eastman | |
| 1927—Florian Caligiuri
William A. Hall
Julius L. Myers | |
| 1928—Georgette E. Duval
Florence K. Wells
Benjamin F. King
William Edward Clemons | |
| 1930—Bessie Henderson | |
| 1931—L. E. Jennings
Dan Long
Warren Wilson
Khaleel Kalal
Antonio Virsida
Robert Hoagland | |
| 1932—Reba Blackwelder | |
| 1933—Charles M. McNeilly
Jans Rosier | |
| | 1938—Thomas Leroy Cooper
Robert Bookter Edwards
Mabel Josephine Johnson
Robert Eugene Polk
Mitchell Abraham Kalal
Annette Long
Harry Leander Moore, Jr.
Carlie Frances Todd
Lorraine Wertheim |
| | 1939—James Emmett Davis |
| | 1940—Medora Louise Crowell
Mary Frances Olive
Nathalie Oakley
Lucille W. Brown
Elsie Ann Wiggins
Homer Altman
Charles W. Lockey, Jr.
Sawley Helms |
| | 1941—John Gordon Gunter, Jr.
Clifford LeRoy White
Raymond Lawrence Keith
Ida Jewell Stevens
Josephine Mary David
Mamie Mary Fazio |
| | 1943—Elizabeth Rose Crowell
Isabelle Rose Mancill
Henrietta Estelle Davis
Thomas Frederick Hightower |
| | 1945—Margaret Housepian
Caroline Smith
Lucille Themis
Evelyn Webb
Roger Fleming
Fletcher Smith
James Pritchard |
| | 1946—Eugene Carre |

WHITE BLIND GRADUATES

- 1908—DeWitt Lightsey
- 1911—Lucius Emerson
Lula Barfield
- 1915—Mabel Bates
Pearl Brown
Bessie Sikes
- 1918—Lola Ashley
Annie Lee Barksdale
Arthur Dye
- 1922—Rosie Nasrallah
- 1925—Willie Butler
Frances Johnson
- 1928—Gladys M. Jones
Stewart M. Yates
Albert H. Macy
Aubrey B. Martin
- 1930—Helen Salter
Nell Norton
- 1932—Aileen Grace
Lucy Dent Smith
Alexander Nasrallah
Walter Nasrallah
Ernest Shaheen
- 1934—Beatrice David
- 1935—Bernita Flora Gilberstadt
Gladys Louise Murrell
Edwin Joseph Holly
- 1936—Doris Sabra Hodges
Marvin Robert Barnett
- 1937—Donald B. Shaefer
- 1938—Doris Kathryn Reardon
- 1939—May Stelle
Myrlen J. Jordan
Orlan W. Osburn
Leonard Braxton Warren
Marie Dean
Grover Smith
- 1940—Ethel Stelle
Robert D. May, Jr.
Charles Carl Sattler, Jr.
- 1941—Buelah Lee Holly
Mary Catherine Scherer
Johnnie Hught Carroll
Raymond Lee McLean
- 1942—W. A. Ouzts
W. Wallace Lopez
Alice Marian Ogden
Patrice Eileen Forsyth
- 1943—Clarice Hay
Jacqueline Woodward
John Paul Allen
Joseph Albert Asenjo
Thomas Jackson Arant
- 1944—Bertha Mae Johns
- 1945—Elwood McClellan
- 1946—Fred H. Holly
Carl McCoy
Elouise Register
James Robert Stasch

COLORED DEAF GRADUATES

- | | |
|---|--|
| 1925—Cary White | 1937—Willie Edna Jackson
Ruby Ann Young
Willie Edward Danzy |
| 1932—Annie M. Stevens | 1938—Charlie Frank Simmons |
| 1933—Johnnie James
Jennie L. Nelson
Geneva Daniels | 1939—Barbara Brown
Estella Annie Reid |
| 1934—Melda Rawls | 1942—Lonnie L. Williams, Jr. |
| 1935—Daisy B. Moore
Marie Richardson
Jesse Lawrence
J. B. Sallet
Fitzhugh White | 1943—Walter Cole
Junior Newton |
| 1936—Robert White
Glennie Owens
Timothy Morris | 1945—Roslyn Smith
Parley Mae Poole
Edith Fields
Rosa Mae Pollard
Alberta Jackson |
| | 1946—Jennie Verlina George
Benjamin Morris |

COLORED BLIND GRADUATES

- | | |
|---|--|
| 1914—Louise Jones | 1935—Alexander Hartley |
| 1925—Georgia Hall | 1938—Freddie Irving Rozier |
| 1928—Reginald Green
Leroy Lundy
Herbert Moore | 1940—Queen E. Williams
Ida Mae Williams
Vera Mae Fleming
Joe Lee Lawrence |
| 1930—Jodie M. Jackson | 1942—Albert J. Figgs, Jr. |
| 1931—Moses Singleton
Washington Jones
Ernest Lawrence | 1945—Corrine Robinson
Ernest Kendrick |

ROSTER OF STUDENTS

BIENNIUM 1945-1946

WHITE DEAF BOYS

1.	Alford, Herbert	Suwannee
2.	Anderson, Burton	Orange
3.	Appin, Raymond	Hillsborough
4.	Arias, Thomas Albert	Hillsborough
5.	Barber, Joseph Wesley	Hillsborough
6.	Barton, Raymond	Dade
7.	Bland, Huey	Hillsborough
8.	Bradley, Kirby	Jackson
9.	Brooker, Edward	Palm Beach
10.	Brooks, Phillip	St. Johns
11.	Cain, Ruben Chalker	Escambia
12.	Carbonell, Jack	Monroe
13.	Carlson, Don Barrie	Dade
14.	Carre, Gene	Putnam
15.	Carroll, David Martin	Volusia
16.	Carter, Alton	Jackson
17.	Carter, Ralph	Jackson
18.	Cassady, Clyde	Sumter
19.	Chandler, Miles Otto	Palm Beach
20.	Clark, Gary Brooks	Dade
21.	Clements, Clifford	Pasco
22.	Clements, Jimmy	Volusia
23.	Clemmons, John Elliott	Union
24.	Cole, Charles	St. Johns
25.	Colley, James Alfred	Putnam
26.	Cooke, Gaston	Dade
27.	Cooper, Austin	Pinellas
28.	Crews, Jerry	Duval
29.	Crews, Roy	Nassau
30.	Crum, Fred	Wakulla
31.	Daugherty, Jack	St. Johns
32.	Davis, Norman	Lee
33.	Daw, David	Escambia
34.	Dignan, Arthur	Duval
35.	Dignan, Philip	Duval
36.	Dorton, James	Seminole
37.	Enfinger, Paul	Leon
38.	English, Marvin	Lake
39.	Fazio, Joe	St. Johns
40.	Fleming, Jerry	Suwannee
41.	Fleming, Roger	Suwannee
42.	Fox, Edgar	Dade
43.	Frederickson, Donald	Hillsborough
44.	Gardner, James	Hillsborough
45.	Gibbens, Harry Creighton	Dade
46.	Glover, Clarence	Hillsborough
47.	Good, Charles	Dade
48.	Gordon, Curtis	Polk
49.	Graves, Allen	St. Johns
50.	Green, James Randolph	Columbia

WHITE DEAF BOYS—Continued

51.	Green, Wilburn	Polk
52.	Gullo, Michael	Hillsborough
53.	Gunn, Elton	St. Johns
54.	Hanks, Leon	Escambia
55.	Harris, Ray	Hillsborough
56.	Herndon, Benjamin	Duval
57.	Herrington, Ronnie	Duval
58.	Hinson, Samuel	Dade
59.	Holliman, Arnold	Alachua
60.	Holmes, Darwon	Palm Beach
61.	Holmes, Howard	Palm Beach
62.	Hughes, Richard	Hillsborough
63.	Hunter, Talmadge	Hillsborough
64.	Keene, Harley	St. Johns
65.	Kelly, Williams Jerald	Duval
66.	Kimmons, Donald	Santa Rosa
67.	Kornegay, A. L., Jr.	Gadsden
68.	Koon, Joe	Taylor
69.	Kurtz, Gene	Gadsden
70.	Land, Wayne	Orange
71.	Langley, Earl	Gadsden
72.	Langston, Murray	Wakulla
73.	Lesch, Jack	Pinellas
74.	Lewis, Williams Marvis	Duval
75.	Little, Wesley	Monroe
76.	McElfresh, James	Taylor
77.	McNab, Robert	Seminole
78.	Martin, Marvin	Polk
79.	Melcher, Robert	St. Johns
80.	Metts, William Dewey	Dade
81.	Miller, James Lee	Palm Beach
82.	Mingo, Dale	Dade
83.	Moore, Kendall	Duval
84.	Moore, Lovell	Walton
85.	Norris, Williams Erle	Orange
86.	Otis, Freddie	Dade
87.	Paul, Robert	Hillsborough
88.	Padgett, Earl	Taylor
89.	Peebles, Jerry	Duval
90.	Pert, Junior Cleveland	Escambia
91.	Pert, Ransom	Escambia
92.	Petty, Thomas Eugene	Manatee
93.	Phelps, Harry	Holmes
94.	Pitt, Lawrence	Lake
95.	Pitts, Arthur	Duval
96.	Powell, Ronald	Orange
97.	Prior, John	Pinellas
98.	Pritchard, James	Duval
99.	Proffitt, Glenn	Polk
100.	Rabb, Jack	Pasco
101.	Ratliff, Sammy	Hillsborough
102.	Rawlins, Oscar	Volusia
103.	Rutledge, Jimmy	Broward
104.	Rutland, Lawrence Green, Jr.	Duval
105.	Robbins, Joseph	Pinellas
106.	Roberts, Jerald	Dade

WHITE DEAF BOYS—Continued

107.	Richards, Williams	St. Lucie
108.	Sandager, Keith	St. Johns
109.	Sanburn, George	Broward
110.	Sasser, Ralph	Polk
111.	Schroeder, Kennth	Hillsborough
112.	Sheppard, Robert	Manatee
113.	Shouppe, Carl	Jackson
114.	Shouppe, Joe	Jackson
115.	Simpson, Jimmy	Pinellas
116.	Sistrunk, William	Hamilton
117.	Sistrunk, Paul	Hamilton
118.	Skipper, Billie Joe	Bay
119.	Smith, Fletcher	Lake
120.	Smith, George Edward	Putnam
121.	Smith, Russell	Monroe
122.	Smith, William Byran	Marion
123.	Sommers, Donald	Dade
124.	Spann, Emory	Duval
125.	Stokley, Joseph	Wakulla
126.	St. Amant, Ronnie	Hillsborough
127.	Stanley, James William	Hillsborough
128.	Trainor, Edward	Volusia
129.	Ulmer, Jahnz	Duval
130.	Vance, Gary	St. Johns
131.	Vinson, David	Duval
132.	Vickers, Jimmy	Broward
133.	Walker, Allen	Dade
134.	Wehking, Lawrence	St. Johns
135.	Welch, Donald	Jackson
136.	Wheaton, John	Manatee
137.	Wheeler, James	Polk
138.	White, Ronnie	Gadsden
139.	Wiley, Billie	Volusia
140.	Williams, Paul	Baker
141.	Wilcox, Roy	Hillsborough
142.	Wilkerson, Jimmy	Walton
143.	Wilmot, Ernest	Duval
144.	Winstead, Ralph	Volusia
145.	Wilson, Jay	Dade
146.	Wise, Earl	Jackson
147.	Wise, Marvin	Jackson
148.	Wright, James	Escambia
149.	Wynn, John	Dade
150.	Yossney, Gary	Hillsborough

WHITE DEAF GIRLS

1.	Adams, Dorothy	Santa Rosa
2.	Anderson, Rose Marie	Monroe
3.	Ard, Wanda	Holmes
4.	Atwell, Bettie	Holmes
5.	Bailey, Frances	Bay
6.	Barber, Annabell	Flagler
7.	Barber, Claudia	Hillsborough
8.	Barber, Mildred	Duval
9.	Bass, Louette	Union

WHITE DEAF GIRLS—Continued

10. Belcher, Barbara	Duval
11. Boake, Annabelle	Pinellas
12. Bradley, Eleanor Jo	Sarasota
13. Brent, Eloise	Monroe
14. Britt, Harry Louise	Eberdeen, Mississippi
15. Broom, Eloise	St. Johns
16. Brown, Josephine	Lee
17. Brown, Mildred	Lee
18. Brown, Virginia Barbara	Gilchrist
19. Burdges, Jo-Ann	Duval
20. Burkhard, Marilyn	Hillsborough
21. Butler, Winona	Gadsden
22. Bryan, Fredia	Duval
23. Carlton, Marcelle	Lake
24. Carroll, Nenett	Polk
25. Carter, Lucille	Jackson
26. Cass, Jessie	Dade
27. Cassidy, Lilly	Walton
28. Christie, Alva Dean	Columbia
29. Clemons, Elizabeth Ann	Orange
30. Commander, Juanita	Walton
31. Corbett, Patricia	Lee
32. Crews, Yvonne	Nassau
33. Cunningham, Virginia	Dade
34. Dale, Nora	Calhoun
35. Deal, Martha Louis	Washington
36. Driggers, Peggy Ann	Gilchrist
37. Fair, Sue	Gadsden
38. Feinberg, Beatrice	Duval
39. Gay, Caroline	Sumter
40. Godwin, Ruthie Mae	Walton
41. Goodman, Flora	Calhoun
42. Goff, Vernice	Escambia
43. Gray, Amy Penelope	St. Johns
44. Hall, Janette	Duval
45. Hamilton, Caroline	Dade
46. Harris, Marilyn Yvonne	Duval
47. Head, Helen	Duval
48. Hemperley, Rebbe	Dade
49. Hendrix, Rosa Lee	Calhoun
50. Hinson, Betty June	Dade
51. Hinson, Rose Marie	Dade
52. Hobbs, Annette	Volusia
53. Holland, Virginia	Jefferson
54. Hovsepian, Margaret	Dade
55. Hudson, Clara Belle	Polk
56. Hutchinson, Jacqueline	Volusia
57. Jeter, Bennie	Bay
58. Johnson, Bessie	Seminole
59. Klipstine, Jenelle	St. Johns
60. Keller, Margaret Louise	Leon
61. Kelton, Dora Ella	Suwannee
62. King, Laura Nan	Clay
63. LaCroix, Lila	Broward
64. LaMonaca, Josephine	Volusia

WHITE DEAF GIRLS—Continued

65.	Latchaw, Marilyn	Volusia
66.	Lingol, Judith	Hillsborough
67.	McDowall, Rosemary	Duval
68.	McGee, Rozelle	Hillsborough
69.	Magill, Myrtle	Palm Beach
70.	Mendenhall, Edna Mae	Dade
71.	Metts, Mary	Dade
72.	Moody, Mary	Pasco
73.	Mosley, *Aline	Clay
74.	Napier, Sina	St. Johns
75.	Neeley, Velma	Hernando
76.	Nelson, Margarette	Bay
77.	Nutt, Sandra	Lake
78.	Oblinger, Jeanne	Hillsborough
79.	Oliver, Betty Jean	Orange
80.	Ong, Jean Marie	Brevard
81.	Parnell, Eloise	Columbia
82.	Peeples, Beda	Palm Beach
83.	Peeples, Phyllis	Palm Beach
84.	Perez, Dalia	Hillsborough
85.	Peters, Wanda	Bay
86.	Read, Joyce	DeSota
87.	Remley, Lois	Duval
88.	Roberts, Artha Rae	Leon
89.	Roberts, Margaret	Duval
90.	Ruff, Carol	Volusia
91.	Sapp, Emma Lou	Pinellas
92.	Sellers, Jenell	Duval
93.	Shaw, Loretta	Hillsborough
94.	Skinner, Mary Emma	Lee
95.	Slappey, Marilyn Virginia	Duval
96.	Slaughter, Dorma Jean	Volusia
97.	Spell, Wylodean	Hamilton
98.	Spivey, Carolyn	Hillsborough
99.	Smith, Addie	Lake
100.	Smith, Annie Lee	Lake
101.	Smith, Caroline	Lee
102.	Smith, Evelyn	Polk
103.	Smith, Irene	Polk
104.	Smith, Louise	Hillsborough
105.	Summey, Pauline	Dade
106.	Sweat, Nona	Duval
107.	Taylor, Janie	Duval
108.	Themis, Lucille	Franklin
109.	Thomas Jean Ann	Volusia
110.	Thur, Mary Louise	Escambia
111.	Tripp, Maybellene	Hillsborough
112.	Tucker, Helen	Flagler
113.	Tuttle, Beverly	Dade
114.	Walker, Janette	Polk
115.	Watkins, Nadine	Polk
116.	Webb, Evelyn	Citrus
117.	Wedden, Dorothy	Dade
118.	Wertheim, Julianne	Hillsborough
119.	Williams, Helen	Hamilton

WHITE DEAF GIRLS—Continued

120.	Williams, Joanna	Hamilton
121.	Wingard, Louise	Dade
122.	Wingard, Martha Ann	Dade
123.	Wingard Sally	Dade
124.	Wise, Lois	Jackson
125.	Woolery, Judy May	Duval

WHITE BLIND BOYS

1.	Adams, Billie Jo	Escambia
2.	Adams, Leon	Escambia
3.	Allen, James Ross	Polk
4.	Anderson, Robert	Bradford
5.	Booth, Robert	Hillsborough
6.	Castell, Arthur	Duval
7.	Chism, Bobby	Duval
8.	Clayton, Marcus	St. Johns
9.	Crider, Edward	Duval
10.	Cusie, Edward	Duval
11.	Darling, Walter	Orange
12.	DeNio, Douglas	Pinellas
13.	Gallattacheck, Ray	Dade
14.	Guthrie, Clyde	Polk
15.	Hendricks, David	Jackson
16.	Hess, Charles	Hillsborough
17.	Hirschman, Gene	Duval
18.	Holly, Freddie	Polk
19.	Hudson, John	Dade
20.	Johnson, George Henry	Palm Beach
21.	Jones, Theodore	Okaloosa
22.	Jordon, J. M., Jr.	Leon
23.	Kimrey, George Henry	Duval
24.	Little, James	Monroe
25.	McClain, Arnold	Baker
26.	McClellan, Earl	St. Johns
27.	McClellan, Elwood	Duval
28.	McCoy, Carl	Leon
29.	McKeehan, Emory	Dade
30.	Martin, Bobby	St. Johns
31.	Merritt, Jimmie	Madison
32.	Mozley, George	Jackson
33.	Myers, Dean	Escambia
34.	Pittman, Gordon	Taylor
35.	Pulliam, James	Dade
36.	Richards, Eugene	Dade
37.	Snyder, Cecil	Levy
38.	Stanley, Joda	Duval
39.	Starratt, Joe	Duval
40.	Stasch, James	Pinellas
41.	Sowell, Herbert	Bay
42.	Thornley, Rex	Hamilton
43.	Turner, Billy	Duval
44.	Walker, Nolan	Dixie
45.	Webb, Frank	Broward
46.	Weeks, Herbert	Seminole
47.	Weigle, Robert	Gilchrist

WHITE BLIND BOYS—Continued

48. Whittle, Leslie	Jefferson
49. Whitworth, Ashby	Dade
50. Williams, Lawton	Indian River
51. Willingham, Myron	Okaloosa

WHITE BLIND GIRLS

1. Adams, Elizabeth	Escambia
2. Albury, Hazel	Hillsborough
3. Bales, Evelyn	Dade
4. Brooks, Dorothy	Duval
5. Brotherson, Peggy	Dade
6. Brown, Virginia	Dade
7. Bunn, Joren	Dade
8. Carruthers, Nancy	St. Johns
9. Crawford, Maggie	Orange
10. Duncan, Alva Lee	Polk
11. Duncan, Jeanette	St. Johns
12. Earnest, Joyce	Duval
13. Epps, Constance	Volusia
14. Grono, Margaret	Hillsborough
15. Hall, Myrtle	Dade
16. Kinard, June	Duval
17. Landrum, Blanche	Duval
18. Martin, Mary	St. Johns
19. Merryman, Arlene	DeSota
20. Miller, Ruth	Walton
21. Mullis, Henrietta	Hillsborough
22. Napier, Bertha	St. Johns
23. Napier, Willie Lee	St. Johns
24. Owens, Minnie	Duval
25. Pierce, Betty Jean	St. Lucie
26. Proctor, Donna Mae	Duval
27. Rafferty, Loma	Dade
28. Register, Elouise	Columbia
29. Smith, Barbara	Hamilton
30. Smith, Lala	Hamilton
31. Underwood, Shirley	Duval
32. Wilcox, Sarah	Hillsborough
33. Willingham, Willie Mae	Okaloosa

COLORED DEAF BOYS

1. Archer, Willie	Volusia
2. Brown, Sherman	Jackson
3. Bunion, Ellis	Gadsden
4. Bunion, Fred	Gadsden
5. Byrd, Arthes	Leon
6. Byrd, James	Duval
7. Carter, Henry	Columbia
8. Dials, Monroe	Pinellas
9. Duhart, Mitchell	Seminole
10. Greeman, Ulysis	Seminole
11. Gibson, James	Leon
12. Monlyn, Wilmon	Calhoun
13. Morris, Benjamin	Duval

COLORED DEAF BOYS—Continued

14.	Robinson, Herbert	Alachua
15.	Robinson, Paul	Duval
16.	Slater, Henry	Wakulla
17.	Small, Robert	Duval
18.	Thompson, Jimmy	Palm Beach
19.	Williams, Bobie	St. Johns
20.	Williams, Eddie	Duval
21.	Williams, Jessie	Polk
22.	Hawkins, Charles	St. Johns

COLORED DEAF GIRLS

1.	Alexander, Mary	Polk
2.	Barker, L. D.	Bay
3.	Brewington, Florence	Duval
4.	Brown, Mary	Volusia
5.	Burton, Estella	Hillsborough
6.	Campbell, Christine	Alachua
7.	Collins, Evelyn	Polk
8.	Cooper, Lorena	Lake
9.	Douglas, Johnnie Mae	Dade
10.	Farmer, Bertha Lee	Leon
11.	Fields, Edith	Orange
12.	Florence, Calnoisa	Taylor
13.	Franklin, Ella	Duval
14.	George, Jennie	Highlands
15.	Griffin, Lottie	Duval
16.	Harris, Viola	Gadsden
17.	Hepburn, Dorothy	Dade
18.	Hill, Willie Mae	Duval
19.	Howard, Dorothy Mae	Alachua
20.	Howard, Ernestine	Alachua
21.	Jackson, Alberta	Orange
22.	Janes, Thelma	Orange
23.	McGowan, Johnnie Mae	Lake
24.	Mathews, Marie	Palm Beach
25.	Pollard, Rosa Mae	Clay
26.	Pool, Parleny	Manatee
27.	Ritchie, Annette	Dade
28.	Robinson, Willie	Duval
29.	Sheffield, Earnestine	Washington
30.	Smith, Roslynn	Dade
31.	Storr, Bernice	Dade
32.	Thompson, Polly	Palm Beach
33.	Watkins, Anita	Hillsborough
34.	Williams, Dorothy	Palm Beach
35.	Williams, Elnetra	Dade
36.	Williamson, Josephine	Duval
37.	Wilson, Ruby	Calhoun

COLORED BLIND BOYS

1.	Bethel, Charles	Palm Beach
2.	Behn, Paul	Duval
3.	Bellamy, Franklin	Madison
4.	Brown, Willie	Highland
5.	Burns, Napoleon	Taylor

COLORED BLIND BOYS—Continued

6.	Dixon, Henry	Alachua
7.	Fisher, Willie	Sumter
8.	Frazier, Robert Lee	Hillsborough
9.	James, William	Suwannee
10.	Kendricks, James	Palm Beach
11.	Kendricks, Earnest	St. Lucie
12.	Lee, Vernon Mac	Palm Beach
13.	Mathews, Otis	St. Johns
14.	Morris, J. C.	Jackson
15.	Nelson, Clarence	Lake
16.	Randolph, Jeremiah	Hillsborough
17.	Reeves, Benjamin	Madison
18.	Robinson, R. C.	Jefferson
19.	Seabrooks, Alfred	Dade
20.	Small, Lincoln	Hendry
21.	Swilley, George	Madison
22.	Walker, Joseph	Broward
23.	White, Eugene	Madison
24.	White, Henry	Hendry
25.	Williams, Frank	Suwannee
26.	Young, James	Calhoun

COLORED BLIND GIRLS

1.	Bright, Adlene	Duval
2.	Cobb, Betty	Lake
3.	Dixen, Vera	Alachua
4.	Erwin, Eda B.	Sumter
5.	Farmer, Juanita	Marion
6.	Knight, Louise	Duval
7.	McIntosh, Naomi	Dade
8.	Peterson, Foris	Alachua
9.	Randolph, Geneva	Lake
10.	Robinson, Corine	Alachua
11.	Scott, Essie Mae	Duval
12.	Scott, Altamesa	Orange
13.	Singleton, Mildred	St. Lucie
14.	Stallworth, Jacqueline	Escambia
15.	Sturup, Julie	Hillsborough
16.	Williams, Mildred	Charlotte
17.	Williams, Thelma	Lee

EXECUTIVE HEADS

SINCE THE FOUNDATION OF THE FLORIDA SCHOOL FOR THE DEAF AND THE BLIND SAINT AUGUSTINE, FLORIDA

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W. A. CALDWELL	Superintendent	1890—1893
H. N. FELKEL	Superintendent	1893—1897
FREDERICK PASCO	Superintendent	1897—1900
W. B. HARE	Superintendent	1900—1906
ALBERT H. WALKER	President	1906—1927
W. LAURENS WALKER, JR.	Acting President	{ Nov. 22, 1927 to July 1, 1928
ALFRED L. BROWN	President	1928—1932
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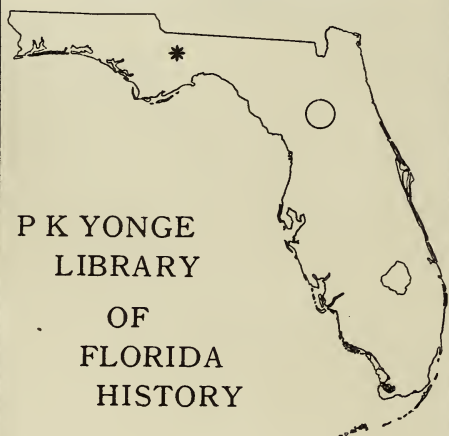
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FLORIDA STATE SCHOOL FOR THE DEAF AND THE BLIND

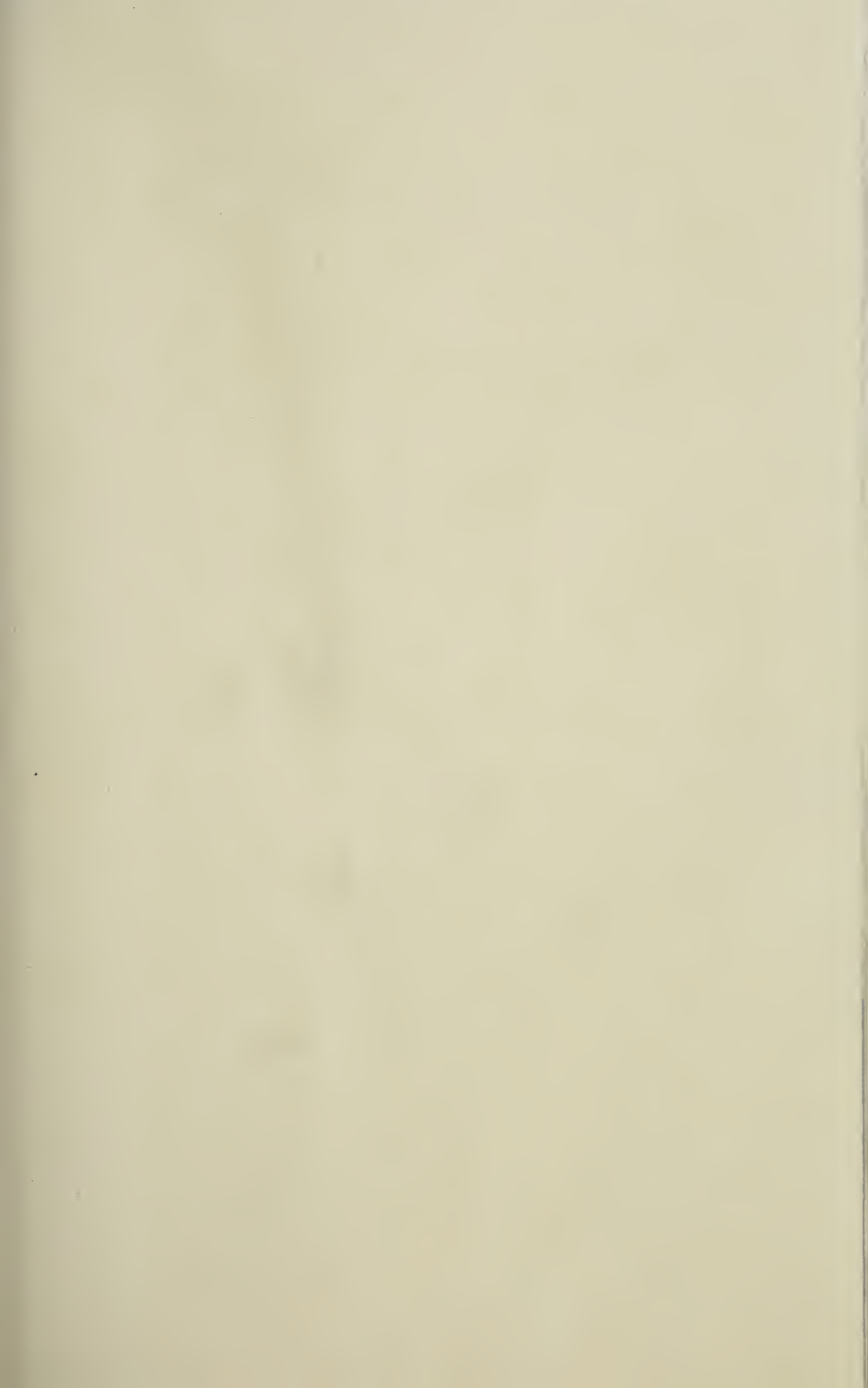
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OF THE

PRESIDENT

OF THE

**FLORIDA STATE SCHOOL FOR THE
DEAF AND THE BLIND**

TO THE

BOARD OF CONTROL



FOR THE BIENNIUM 1946--1948



“IT is on the sound education of the people that the security and destiny of every nation chiefly rest.”

KOSSUTH

This Biennial Report is a sample of work done by the
Students in the Printing Department of the
Florida School for the Deaf and the Blind,
Saint Augustine, Florida

All of the photographs in this biennial were made by
the Students in the Photography Department.

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SESSION 1947-1948

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Mrs. Jane King	Miss Lalla Wilson, A.B.
Mrs. Laura Mays, A.B.	

Mrs. Ethelyn A. Harris, *Clerk and Librarian*

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Mrs. Sarah Davenport	Miss May Stelle, B.Ed.
Miss Yvonne de Potter, B.A.	Mrs. Jeneva Tobin, M.A.
Miss Lucile Ferguson	

MUSIC DEPARTMENT

Mrs. Inez W. Koger, B.M.	Miss Daisy B. Wilson
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Eugene Hogle, A.B.	<i>Superintendent of Maintenance</i>
Hadley M. Harris	<i>Engineer</i>
Peter Thomason	<i>Assistant Engineer</i>
P. B. Davis	<i>Night Watchman</i>
Mrs. Sarah Lopez	<i>Night Watchwoman</i>
Mrs. Annie Lou Mitchem	<i>Laundry Supervisor</i>

SUPERVISORS—McLANE HALL

Miss Aurelia Spengler, M.A.	<i>Senior Deaf Girls</i>
Mrs. D. M. Pearce	<i>Junior Deaf Girls</i>
Mrs. Berdie L. Driscoll	<i>Blind Girls</i>

SUPERVISORS—RHYNE HALL

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Mr. and Mrs. Jack Smith	<i>Junior Deaf Boys</i>
Lawrence Morel	<i>Senior Blind Boys</i>
Mrs. Marie Bennett	<i>Junior Blind Boys</i>

SUPERVISORS—BLOXHAM COTTAGE

Mrs. Mabel Carson (Housemother)	<i>Primary Deaf Girls</i>
Mrs. H. L. Vining	<i>Primary Deaf Boys</i>

SUPERVISORS—WARTMANN COTTAGE

Mrs. Cassie Meyer (Housemother)	<i>Primary Deaf Girls</i>
Mrs. Alberta Grimes	<i>Primary Deaf Boys</i>

MEDICAL DEPARTMENT

A. C. Walkup, M.D.	<i>Attending Physician</i>
.....	<i>Dentist</i>
C. C. Grace, M.D.	<i>Ophthalmologist and oto-laryngologist</i>
Mrs. Laura Urquhart	<i>Head Nurse</i>
Mrs. Lola Gore	<i>Assistant Nurse</i>

DEPARTMENT OF PRE-VOCATIONAL TRAINING

INSTRUCTORS—DEAF DEPARTMENT

Edmund F. Bumann, B.S.....	Carpentry
J. V. Caruso.....	Barbering
William H. Grow, A.B.....	Art
Mrs. Ethelyn A. Harris	Typing
J. B. Hidle.....	Shoe Repairing
Eugene Hogle, A.B.....	General Shop Work
Mrs. Lily Hogle (Assistant).....	Sewing
Mrs. Mildred Murray, B.S.....	Sewing
A. W. Pope.....	Printing and Linotyping
Mrs. Agnes Solano	Beauty Culture
Miss Aurelia Spengler, M.A.....	Home Economics

INSTRUCTORS—BLIND DEPARTMENT

T. M. Gibbs.....	Boys' Workshop
Miss Clarissa Pickles, A.B.....	Handwork and Typing

PHYSICAL EDUCATION TRAINING

DIRECTORS—ATHLETIC AND MILITARY

F. Alfred Caligiuri, A.B.....	Deaf Boys
Paul Bird (Assistant).....	Deaf Boys
H. J. Reidelberger, B.S. (Assistant).....	Deaf Boys
Lawrence Morel	Blind Boys
Mrs. Martha Bird, B.A.....	Deaf Girls
Carl J. Holland (Military).....	Deaf Boys

DEPARTMENT FOR THE COLORED

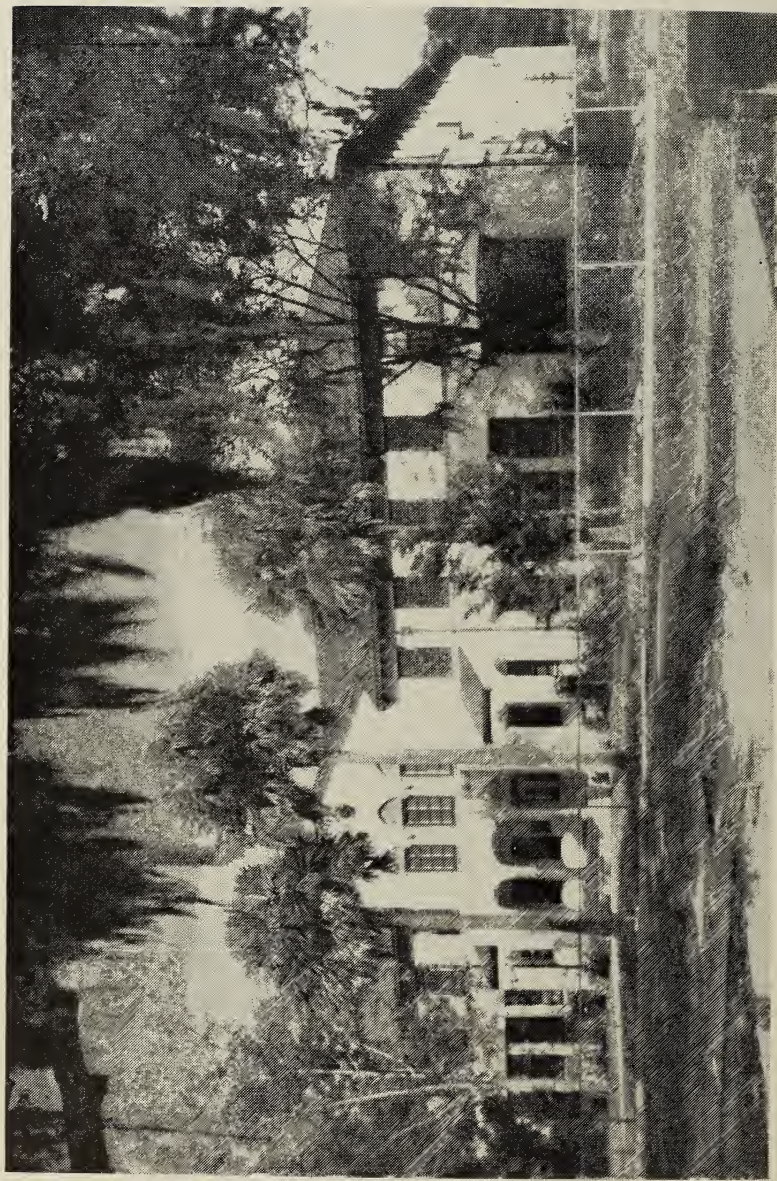
Teachers of the Deaf:

Virginia James
Inez B. Knowles
Jennie L. White
Cary White

Teachers of the Blind:

Anita Holmes
Otis Knowles
Atheria Paxton
Walter Rembert
Leroy Wilson, B.D.

Katie Gregg	Housemother
Cary White	Boys' Supervisor



New Primary Building, Department for the Deaf

PRESIDENT'S BIENNIAL REPORT

ST. AUGUSTINE, FLORIDA, October 1, 1948.

*To the Chairman and the Members of the Board of Control,
State of Florida:*

GENTLEMEN:

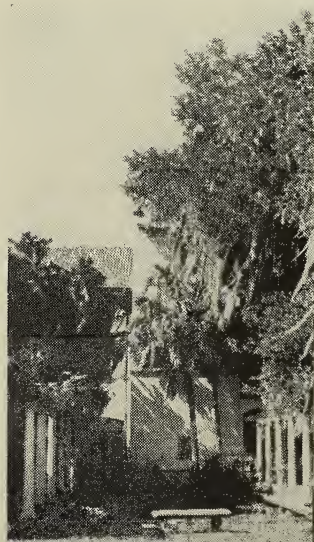
It becomes my privilege to submit to you the biennial report of the Florida State School for the Deaf and the Blind for the biennium beginning July 1, 1946 and ending June 30, 1948.

The facts, statistics and general information contained in this report will give a general idea of the attainments and progress of the past two years. It will also reflect some of the needs of the school and recommendation for improvement.

A positive program of post war educational planning demands many changes in the general aims and purposes of education. More emphasis must be put on the social sciences and we must be more definite in our objectives. Instruction will not be entirely along the line of imparting knowledge, but more attention will be given to the matter of developing attitudes and motivations. After all, knowledge is the thing which guides an individual and society. Education in the future must concern itself more than it has in the past with outlooks and attitudes. Education for our changing civilization must give our boys and girls more knowledge of the community in which they live. Learning will be more alive and visits to factories, libraries, museums, radio stations, public buildings and welfare agencies will give an educational background that is not found in textbooks.

Our students are spending much of their time studying the activities of the community and getting information they cannot get from the text books and in the classroom. Democracy to be learned must be lived.

The Lily Pool





Main Building — Walker Hall

The Florida School for the Deaf and the Blind provides educational facilities for all children in the State of Florida who are too deaf, or too blind to be properly educated in the public schools. The school year is for nine months beginning early in September and closing early in June. Parents or guardians must furnish clothing and deposit a small amount of money for incidental expenses and spending change.

The combined method of instruction is followed in the School for the Deaf. This method includes all methods and makes provisions to educate any type of deaf who may apply. Each child is given an opportunity to learn to talk and to read the lips. In the Department for the Blind the system of instruction is revised Braille. Courses of study in each department have recently been revised and printed in order to include recent trends and new innovations in the education of the exceptional child.

A great deal of attention during the past biennium has been given to the slow learning child; the child who is

capable of being educated, but must proceed much slower than the fast learning child.

Auricular training has been given careful and thoughtful consideration and provisions made to install new, modern, up to the minute hearing aids.

Great difficulty has been experienced in finding capable personnel. The teacher situation has become very acute as very few teachers have been trained for our special field the last several years. However, the school has been fortunate in securing a splendid staff of instructors.

As provisions for the pre-school deaf and the pre-school blind child have been made by twenty-one states and the trend is growing it will soon be necessary for our school to make provisions for this group. Improved facilities have been provided for the Department of Physical Education and plans have been made to increase health and physical education services for all children. Better provisions were made for vocational training. Much new

Pre-vocational Building



equipment has been purchased. This type of education must be provided for the majority of our children for it is with their hands they will earn their living.

Great strides were made during the past two years in providing visual education facilities. Visual Aids make learning much more interesting to the pupil. It is fast becoming one important means of educating the exceptional child.

Art has also had an important place in our curriculum. While considerable progress has been made in the field of measurement and guidance, plans are made to establish more adequate and suitable means to measure the educational progress of our children. The Department for the Blind is planning a larger place in its curriculum for research, measurements and guidance.

The completion of the new library classroom addition, and primary unit will relieve crowded conditions, allow expansion, permit smaller classes and afford closer supervision of the children outside the classroom.

Several of our graduates from each department are attending institutions of higher learning and making creditable records. Former pupils and graduates continue to fill a useful place in our economic structure and are doing well.

General conditions in directing a school for the exceptional child are as complex at the present moment as they were during the war. Material and equipment are scarce. Properly trained and competent personnel are practically unavailable.

The prospect of greatly increased school population, together with the possibility that the quality of instruction is liable to suffer as a result of the exodus of teachers from the profession, does not make the immediate future of special education in America look any too bright. If democratic government survives, educational desire will spread and flourish in the future as never before. All schools from the elementary to the university are overcrowded. Education has always been the chief means of preparing men

to live in a democracy. Since the war there has been an unprecedented demand for education. In a democracy it is the individual that counts. We cannot have better government, local, state, or national, until we have the highest type of citizenship. School age is the period of habit formation. The school, when wisely administered, has the power to determine the behavior of the next generation. Its training should prepare its students with an education that will fit them for life with their fellow citizens in the bonds of peace, liberty and law.

ENROLLMENT

In 1948 there were enrolled 424 pupils. Of this number 303 pupils were in the Department for the Deaf of whom 138 were girls and 165 were boys. There were in the Department for the Blind 121 pupils of whom 46 were girls and 75 were boys.

Four hundred ninety-three pupils were enrolled during the last two-year period which is the largest biennial enrollment since the school was established.

Classifications of Pupils

WHITE		COLORED	
Deaf	290	Deaf	60
Blind	96	Blind	47

ATTENDANCE BY COUNTIES—1946-48 Biennium

Alachua	12	Hamilton	10
Baker	2	Hendry	1
Bay	6	Hernando	1
Bradford	1	Highlands	2
Brevard	2	Hillsborough	40
Broward	5	Holmes	2
Calhoun	4	Indian River	2
Charlotte	2	Jackson	12
Collier	1	Jefferson	2
Columbia	5	Lake	16
Dade	49	Levy	1
Desoto	1	Lee	6
Dixie	1	Leon	13
Duval	76	Madison	6
Escambia	18	Manatee	4
Franklin	1	Marion	6
Gadsden	10	Monroe	4

Nassau.....	3	Santa Rosa.....	3
Okaloosa.....	1	Sarasota.....	3
Orange.....	7	Seminole.....	6
Osceola.....	1	Sumter.....	4
Palm Beach.....	20	Suwannee.....	4
Pasco.....	2	Taylor.....	3
Pinellas.....	11	Union.....	3
Polk.....	28	Volusia.....	16
Putnam.....	7	Wakulla.....	3
St. Johns.....	34	Walton.....	3
St. Lucie.....	3	Washington.....	4

CAUSES OF DEAFNESS—1946-48 Biennium

Abscess.....	3	Middle Ear Disease.....	2
Accident.....	5	Mumps.....	1
Birth Injury.....	5	Nerves.....	14
Bilateral Deafness.....	1	Otitis Media.....	11
Colds.....	3	Pneumonia.....	7
Colitis.....	1	Prenatal.....	1
Complications of		Premature Birth.....	1
Childhood Diseases.....	2	Quinine.....	5
Congenital.....	107	Punctured Ear Drum.....	1
Cream Rash.....	1	Rising in Head.....	3
Eczema.....	1	Rickets.....	3
Fall.....	9	Scarlet Fever.....	2
Fever.....	4	Sickness.....	3
Infantile Paralysis.....	1	Sleeping Sickness.....	1
Infectious Diarrhea.....	1	Syphilis.....	2
Infection.....	7	Tonsil-Adenoid Infection.....	8
Influenza.....	5	Typhoid Fever.....	3
Injury to Inner Ear.....	1	Undeveloped Ear.....	2
Malaria.....	2	Unknown.....	82
Mastoid.....	3	Whooping Cough.....	6
Measles.....	6	Yellow Jaundice.....	1
Meningitis.....	24		

CAUSES OF BLINDNESS—1946-48 Biennium

Accident.....	10	Infection.....	1
Brain Tumor.....	5	Kidney Poisoning.....	1
Breaking down of		Lack of Pigment.....	3
Optical Nerve.....	1	Measles.....	2
Byphthalmos.....	1	Meningitis.....	1
Cataracts.....	14	Microphthalmus.....	1
Cerebral Hemorrhage.....	1	Optic Atrophy.....	1
Choroditis.....	2	Penetrating Injury.....	1
Congenital.....	37	Pneumonia.....	1
Corneal Staphyloma.....	2	Retinal Disease.....	1
Detached Retina.....	1	Sore Eyes.....	4
Glaucoma.....	3	Syphilis.....	13
Gonorrhea.....	2	Undeveloped Nerve.....	1
Improper Care at Birth.....	3	Unknown.....	30

DEPARTMENT FOR THE DEAF**Instruction**

The key which unlocks the field of human knowledge to a person is English. The deaf child when he first enters school has no knowledge of English at all; not even knowing his own name. A normal child six years of age has a wide vocabulary and a fairly good command of English. So the all important thing for the beginning deaf child is to secure a knowledge of English which is taught to him through special methods, by highly trained specialized teachers. After a deaf child has been in school about three years they can begin to read for themselves and the acquisition of English is much more rapid. The use of spoken and written forms of English is stressed in all classroom work. Speech and speech reading are extensively used in classroom instruction. Group hearing aids have been set up in several classrooms and additional ones will be added as needed. Auricular training is provided for all pupils

Rhyne Hall — Boys' Dormitory

who have sufficient residual hearing to be educated by this method.

Every child is given pre-vocational training and great effort is needed to find out the vocation for which he seems best adapted and at which he is most likely to succeed.

**Report of the Supervising Teacher,
Intermediate and Advanced Departments**

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:-

It is again my pleasure to submit, for your consideration, a survey of the activities of the intermediate and advanced departments for the deaf during the past biennium and to present some suggestions for the future course of these previously mentioned departments.

a. **FACULTY.** In spite of the great teacher shortage prevailing during this post war period, we have been most fortunate in having a generally well trained and experienced staff. Their cooperation, interest and tolerance have enabled us to cope fairly successfully with the educational problems created by overcrowded conditions and the general restlessness apparent in all children at this time. During the biennium it was necessary to add one new member to the staff, thus bringing the number of full time teachers to fourteen.

b. **ENROLLMENT.** Within the last two years the total enrollment of these departments has increased from 132 (as of the 1945-46 school year) to 157. The present enrollment (May, 1948) is 146 distributed as follows: 83 boys; 63 girls. Class distributions during the past year have been: intermediate (from first through fourth grade public school level), 7 classes—46 boys, 38 girls; advanced (fifth grade public school level or above), 5 classes—25 boys, 20 girls. In addition to these twelve orally taught classes there have been two manual classes with the work being taught at varying levels from primer to about fifth grade public school. Included in these classes have been 12 boys, 5 girls.

c. **CURRICULUM.** The new course of study will be put into tentative use in these departments in the fall. A great amount of time has been spent during this year in evaluating procedures,



Deaf children taking a standardized achievement test which will show how their school work compares with that of hearing children

teaching methods, objectives and text books to provide a functional basis for the course of study.

A survey of achievement tests given during recent years has shown that our greatest teaching needs lie in the field of the language arts. While we realize that this is true of all schools for the deaf, it is our hope that we may be able to improve our standards of achievement to a level more nearly commensurate with the attainments of hearing children. To that end we are working on a completely new reading program for next year.

The College Preparatory class has, by now, fully justified its establishment. The one graduate in 1946 is now a student in good standing at the University of Florida. In May, 1947, three members of the graduating class took the Gallaudet College entrance examinations. All three passed and were accepted for entrance to the college. However, one boy decided, for financial reasons, against attending college. The two girls are both in attendance at the college at the present time and one of them was the only student in the preparatory class of the college to make the honor roll at the end of the first semester. The two graduates in the class this year have both taken the entrance examinations, and will, if accepted, enter the college this fall. The work of the class has been most ably carried on by Mr. Buck following the resignation of Mr. Blindt.

In an effort to make education as practical as possible and to give to our graduates some necessary knowledges that often

are omitted from wordy text books, we have this year started a so-called "Senior Orientation Course". This course is modeled after a similar course given at the Michigan School for the Deaf. The course consists of five large units: (1) Preparing Ourselves for Our Life Work; (2) Managing Your Money; (3) Marriage and Family Relationship; (4) Housing and Its Problems; (5) Insurance. If the course in occupations suggested by Mr. Heber, as noted later in this report, is instituted then unit 1 of the above outline would be omitted and more time be given to the other units. At the present time the course has been given only to the graduating class and the members of the College Preparatory class for two class periods a week.

During the past two years the girls' physical education instructor has taught health education part of each academic day in the advanced department. During the last year first aid instruction has been added for the two upper classes.

Badly needed supplies and equipment for the establishment of a better planned, expanded science department have recently been purchased. One of the teachers (Mr. Bird) has been most enthusiastic in the extension of this program. He has collected materials and loaned some of his own collections in order to form the foundation for a small school museum.

d. EQUIPMENT. We were most fortunate in securing a new Maico Group Hearing-aid for use during the past year. This aid provided double dynamic headphones with individual controls for each ear for each child as well as a microphone for each two children. By means of the microphones children are enabled to hear their own voices and those of their classmates as well as that of the teacher. A lapel microphone is provided for the teacher so that she may have freedom of movement. A Welch-Allyn vision testing kit has been purchased and will be used to supplement the fall examinations given each child by the school ear, nose and throat specialist. It is impossible to over emphasize the value of painstakingly careful and frequent checks of the eyes of deaf children.

e. TESTING PROGRAM. As usual, we have given the Stanford Achievement Tests to every child in this department. The average gain made was 5.3 months which indicates a good average progress, since most schools assume that the deaf child will usually be able to gain approximately six months in the same period in which a hearing child gains 10 months, or one school year. However, this average might also indicate that the children as a whole are perhaps not working to the best of their ability. The highest average class gain was made by the four new members of the

College Preparatory group. Their average gain was 1.3 or thirteen school months. The highest individual gain was also made by a member of this same group, Dale Mingo, who showed a gain of 1.9, or 19 months.

We have a program, now in the formative stage, which will, when completed, give us a mental test on each child. This program is being worked out in cooperation with the University of Florida.

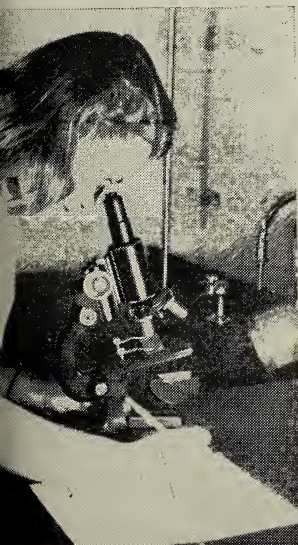
f. VISUAL AIDS PROGRAM. We have made use of an average of three teaching films a month from the Cooperative Film Library of the General Extension Division of the University of Florida. In addition some free films, borrowed from commercial agencies, have been used. We have renewed our membership in the Co-operative Film Library for the forthcoming two year period.

The ready availability of these cooperative library films, together with film strips which we are purchasing, at intervals, and still pictures, will provide a greatly increased visual aids program for the school during the coming years. Mr. Bird and his class have mounted some 400 pictures during this past year. These pictures will be filed in the library according to the Dewey Decimal System so that they will be readily available for the use of any teacher, and others will be added as rapidly as possible.

We have recently subscribed to the Education Index of Free Materials and have already made use of it to procure some supplementary social studies materials.

g. COOPERATIVE REHABILITATION PROGRAM. During the school year of 1947-48 a cooperative agreement was reached with the State Vocational Rehabilitation Service whereby Mr. Waldo Heber, a counselor of that service, has spent one day each week in this school. Under this plan Mr. Heber has met several times with each member of the graduating class as well as with children who would be leaving school this year for various reasons.

He also met with children who were desirous of procuring summer work. At these meetings he has given some aptitude tests and has planned with the children the type of work for which they might be best suited according to their training and interests. At the close of the year he held conferences with a number of the parents to clarify what he had told the children and aid them in planning for the childrens' futures.

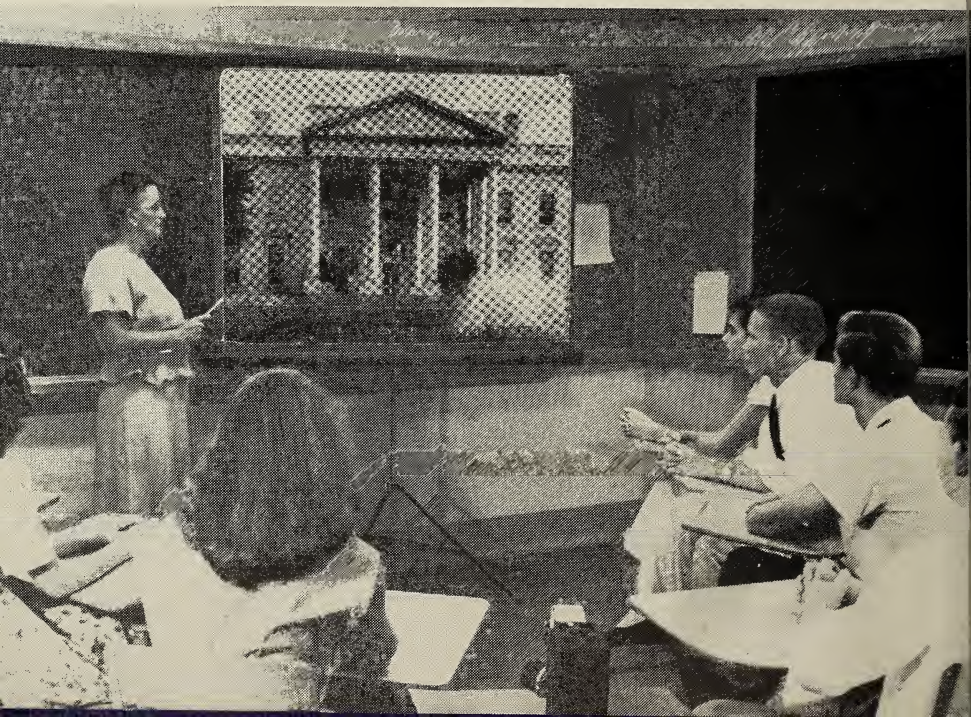


*Microscope Work — Upper
Grades, Deaf Department*

From his knowledge of rehabilitation work, from his previous experience as principal of the vocational department of the Illinois School for the Deaf, and because of his wide knowledge of the deaf and their problems, Mr. Heber is a valuable addition to our cooperative staff. In the light of these experiences he has asked me to call to your attention these suggestions:

I. That better facilities be provided for the girls in order that they may have something taught that will provide them with the means to make a living, such as: (a) a "tie-in" between the laundry and the sewing department whereby those girls interested, or those whose mental capabilities might best suit them for this type of work, would be taught all phases of laundry work and simple general mending of the type usually done by commercial laundries; (b) expanded courses in sewing so that girls might be taught to make such items as drapes and slip covers; (c) a *home management house*-or group of rooms be furnished where girls may engage in normal home occupation doing all the work of taking care of the house, doing their own food buying, doing their own cooking, laundry, etc., and where all classes could be coordinated into home making classes rather than isolated sewing and cooking classes as at present. This would, of course, necessitate the hiring of trained Home Economics Teachers, and (d)

Film Strip Projector being used as part of a visual aids program for the College Preparatory Group





*Testing hearing by
means of an individual,
pure-tone Audiometer*

an enlarged commercial department. This course would be planned in such a way that as many girls as possible would be given one year of typing during which they would be carefully screened. Those girls capable of taking instruction would then be given an expanded course in typing, filing, and bookkeeping to cover at least five hours a week for two years.

II. That a barber be hired to come in (as well as a beauty operator, if necessary) to do all hair cutting and that the present work being given in barbering and beauty culture be discontinued. The reason for this suggestion is that the present regulations insist that any boy entering barber college must have finished the 8th grade of public school and that any girl entering a beauty culture school must have finished 10th grade of public school. Since the educational requirements would probably fit only our college preparatory group it would seem that hardly any of our children would be interested in going into either of these occupations.

III. That a person be assigned to teach a course in occupations in the pre-vocational department to form the basis for vocational guidance service. The level of this course should be so pitched that it will catch all graduates and all of the older children who are apt to drop out of the school within a period of two years. This course should preferably be coeducational and should be given a minimum of one hour a week for one year.

IV. That we proceed to a program of full day operation of pre-vocational classes just as quickly as possible in order to reduce the size of classes so that instruction might be improved.

h. RECOMMENDATIONS. For many reasons the speech of our deaf children is not as good as it might be. One possible solution to this problem might be the hiring of a speech director, who would be responsible for the entire planning and continuity of a speech program and who would aid teachers as well as doing some of the teaching herself.

If it were all possible to find such a person it would be, in my estimation, most valuable for us to have at least one person on this staff who

Testing Visual Acuity



would have no regular class, but would be available for remedial work, coaching, etc., at all times. If it were possible for this person also to be trained in the giving of psychological and standardized tests of various kinds it would allow us to greatly expand our services to children.

As parents and teachers of the State of Florida become increasingly aware of the large number of children who do not fit the normal pattern of education, it will be necessary for us to add several new classes until that day when provision can be made in the public schools for hard of hearing children. We have, this year, had five children transferred to us from public schools in which they have been sitting for periods varying from three to eight years without learning to read or write. Since their ages also have varied widely, and we have not had the facilities to provide special instruction for them, these children have been scattered in various classes for the deaf. In most instances we have been able to teach these children something, but under present conditions these children, and any others who may come to us from like situations, will not be being given the education to which they are entitled. I would, therefore, recommend that we establish a department for the hard of hearing and that classes within this group be provided with hearing aids for full time use.

The limited number of classrooms has made it impossible for us to expand. As a result we have had to use the study hall as a classroom for the last two years. It has also been necessary during the past year for us to have several classes with eleven or more children in each. In one instance the class number has reached fifteen. With the new addition providing extra classrooms it is to be hoped that teachers may be procured so that class numbers may be brought down to no more than nine or ten.

It is impossible for me to complete this report without including my appreciation of your kindness, cooperation, and consideration.

Very sincerely yours,

LUCY M. MOORE,
*Supervising Teacher,
Deaf Department.*

Report of the Supervising Teacher, Primary Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In accordance with your request, I submit the following report of the work done in the Primary Department for the Deaf.

The enrollment has continued to be large; in 1946-1947 there were 87 and in 1947-1948, 92. This past year we had such an unusually large number of beginning pupils that it was necessary for us to send three classes instead of two to the intermediate department in Walker Hall.

We have made more pictures, slidefilms, and movies available to the children in an effort to provide them with adequate and modern aids in visual education. Some material is used to correlate with projects or material that is being studied, while other is used principally for pleasure but from which the children gain a great deal of information.

We now have the material for administering the Nebraska Test of Learning Aptitude for Young Deaf Children by Dr. Marshall S. Hiskey. This test was designed for and standardized on deaf children in several of the midwestern state schools for the deaf. We have given it to all of our children under ten years of age. We feel that the results are quite valid and hope that they will help us to understand our children's aptitudes and limitations better. They also help us in classifying our children. We feel justified in advancing a child who does exceptionally well in school more rapidly than others in his class if we know that he has established a high learning age on the test.

For afternoon classes outside the schoolroom, in addition to the rhythm, rhythm band, and gym training which the children have always had, classes in art were organized for some of the children. It would be impossible to express the pleasure and value that we feel the children have gained from this

*A young deaf child learns through
lipreading, sense of touch, and
the use of residual hearing*



type of work and wish that we could make it available to all.

At present we are handicapped by lack of space as well as teachers for us to have art or any sort of pre-vocational training (sewing, etc.) but when the new primary building is completed, the space problem will be solved. However, we will still lack a teacher or teachers who will be able to teach these subjects. When we move into the new building, there will be at least one class of children who will be eleven years of age, and two or three classes of slow learning children who will be thirteen and fourteen years of age. I feel that these older children should begin pre-vocational training before they go to Walker Hall as many of them will never reach a very high achievement level in academic work and may leave school before they receive sufficient vocational training to make themselves economically independent.

We have had three hearing aids in use during the past year. It has still been difficult to keep them in repair, but we have had them in use most of the time. There is a great need for more. It is very discouraging to the pupils and the teachers for the children to profit by the use of one for a year and then the next year be moved to another room where there is no aid.

In closing, I would like to express my appreciation to you for the cooperation and support which you have given me at all times.

Respectfully submitted,

ZOE MARSHALL,

Supervising Teacher,

Primary Department for the Deaf.

LIBRARY

In schools for the exceptional child a library is one of the educational requisites. Reading still is the keystone in the arch of knowledge. The school has recently built one of the finest libraries in the United States. The library is divided into two parts, one for the Department for the Deaf and one for the Department for the Blind. Plans have been made to put a trained librarian in charge of the library, one who is an authority on library science. In no other way than reading can a deaf child increase his vocabulary so rapidly. After a student has acquired a working knowledge of English, he should have the opportunity for wide reading.



*North view of New Library
Addition to Walker Hall*



Students in New Library, Department for the Deaf

A small library room has been built in the new primary unit which is just being completed for the younger deaf children where suitable literature and reading material will be provided for easy beginning reading for the deaf child.

The school library has on hand approximately 5,000 volumes which cover practically the whole field of literature. A large number of reading books, latest edition of encyclopedias, current magazines and daily newspapers have been selected with a great deal of thought in order that a large range of literature may be within the proper English level of our students and that they receive the maximum benefit from them. The best fiction, poems, social studies, biographies, myths, nature studies, and fairy books are found on the shelves of the library. A book shelf containing books relative to the profession of instructing exceptional children is provided for the use of staff members. The daily papers are provided for the reading rooms in the library and the dormitories. A large amount of supplementary reading is furnished each classroom. Now that the school has a new library, a large number of new books and equipment will be added.

Report of the Librarian

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In keeping with your request, I submit herein a brief report covering the circulation of library books for the school year 1947-1948.

During the past year the handling of library books presented a great problem because the lack of shelf space made it hard to sort books as well as making it difficult for pupils or teachers to find any particular books.

The effort to classify books in the library according to the Dewey Decimal System was discontinued because such classification would require more shelf space than was available, and because the librarian had had no training for such systematization.

The above mentioned lack of shelf space was also the greatest factor in the small number of books purchased during the past year. Circulation was 2,710 or an average of about 20 books per child for the year. This is an increase of exactly 20 per cent in circulation over the figures reported as of June, 1946. This does not include magazines, reference books, or the many pamphlets we receive each month from the various schools, but does include the books used by children and teachers in the Department for the Blind.

During the first week of February of this year Mr. John R. Banister of the Extension Library of the University of Florida visited this school at our request. At that time he made several very good suggestions and recommendations which we were glad to have your approval of in order to incorporate them into our new library. Some of these recommendations were:

A. Cataloging the library according to the Dewey Decimal System.

B. Purchase pamphlet boxes or heavy cardboard laced covers for the filing and protection of pamphlets of various kinds and school papers.

C. Establish and classify a picture file using the same subject classifications or numbers for cataloging.

D. Establish and classify a film strip library, so that the projector and film strips may be checked out of the library in the same manner as books and pictures.

E. Purchase more books of the non-fiction type, other than text books (that is, factual material written up in story form).

In order to carry out these recommendations, and thereby provide the greatest possible use of the library by the children and teachers it is hoped that a full time librarian may be provided. It is, of course, to be preferred that this person be someone trained in library science.

Very sincerely yours,

ETHELYN HARRIS, *Librarian.*

CHORIC INSTRUCTION AND RHYTHMIC TRAINING

Speech for the deaf child must necessarily be artificial. The matter of developing intelligent and understandable speech is a tremendous job. In order to teach accent and fluency and develop as nearly perfect speech as possible, a great deal of choric and rhymic training is carried on. The children enjoy this phase of the work and they are quite frequently assembled in the auditorium where they are taught and recite in unison songs, rhymes, and selective readings from the Scripture. Rhythmic training is begun in the primary grades at Wartmann and Bloxham

Primary deaf children grouped around piano for rhythmic training





Using residual hearing, vibration and lipreading to teach speech

cottages. It not only helps in the making of smooth and natural speech, but certain phases of this training give poise and grace. Of course, this work is carried on largely through vibration. By placing the hands on the piano or any other instrument that has much vibration, students learn to distinguish between high and low vibrations and strong and weak cords. These exercises help regulate pitch and aids the student to obtain proper modulation of voice and proper poise in pitch, inflection, accent, and fluency.

A splendid toy orchestra has been developed in the primary department. This orchestra is always in popular demand for public entertainments and usually has an important spot in our annual gym exhibition and commencement exercises.

AURICULAR TRAINING

Students possessing sufficient residual hearing with approximately $33 \frac{1}{3}$ per cent or slightly more may be educated through the ear. A great deal of research work during World War II has made it possible for the manufacturer of hearing aids to put out a much better instrument than previously. Of course, the hard of hearing child, or one with a great deal of hearing has retained much of his original speech. By the use of a hearing aid, it is much easier to correct speech and to teach new language forms.

Audiograms are made for all children who have sufficient hearing to receive auricular training. During the biennium a Maico Group hearing aid was added, also a Maico audiometer.

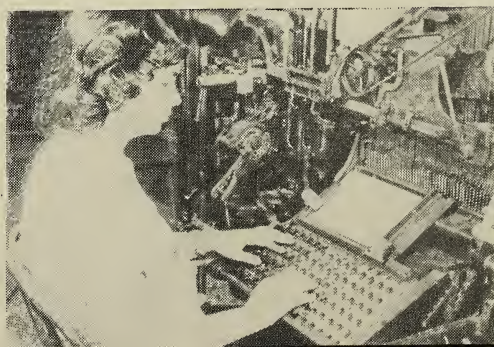
PRE-VOCATIONAL TRAINING

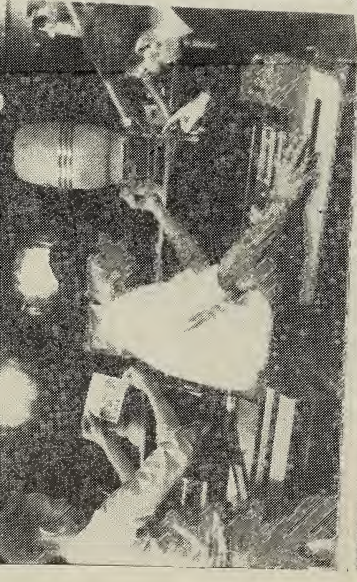
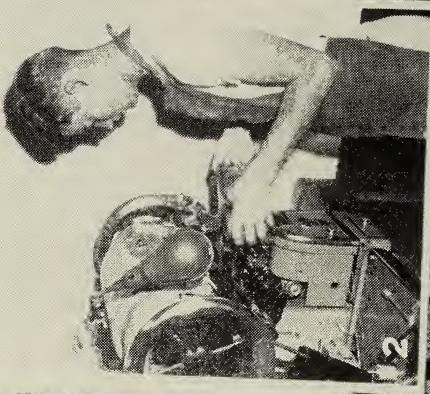
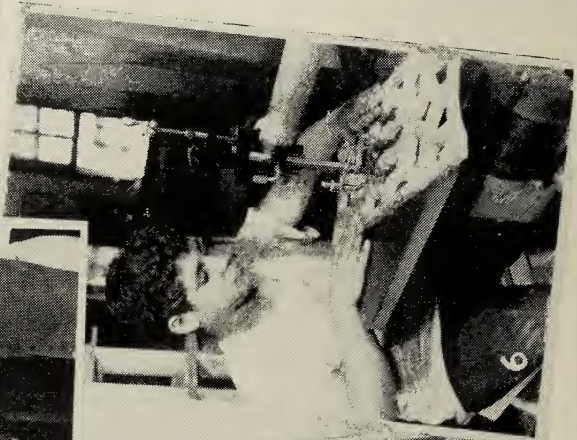
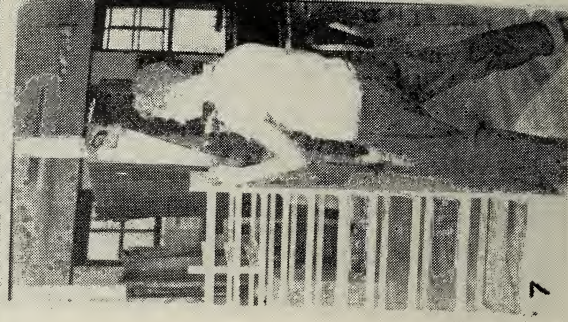
Most of the vocational training, especially in our Department for the Deaf, is really pre-vocational due to the fact that the students attending school are between the ages of six and twenty-one. Training our boys and girls so they will really choose their proper vocation for life is one of the most important functions of the school. During the past year the school has been fortunate in having a consultant from the State Department of Vocational training who visits the school once a week to test and confer with pupils who will either graduate or leave the school within the next two years. This consultant is a trained educator of the deaf and an expert in vocational guidance. He studies the aptitudes and attitudes of each pupil, and along with the faculty supplies motives and interest which will give the student the needed impulse to study and make good at the vocation for which he seems best fitted.

The general shop provides early vocational training and guidance for the younger group of children as they come up from the cottages. Instruction is provided in printing, linotype operating, gardening, floriculture, calsmining, painting, wood-work, general carpentry, general shop, shoe repairing, barbering, general repair work and elementary plumbing. Our superintendent of maintenance has charge of the general shop which provides experience in different kind of repair, maintenance, and new construction work about the school. This department is valuable in helping us to find out certain trades for which our boys seem to have the most aptitude. The development of shop language has an important part in our program of vocational training. A few of our boys have studied barbering, baking and auto mechanics in downtown shops.

The girls receive instruction in dress making and weaving, typing, Home Economics, plain and fancy sewing, home making, beauty culture and craft work.

*Older deaf girl learning
linotype operation*





A splendid lot of equipment was bought during the school year and a Department of Photography set up. A class will be organized for this department for the coming school year. This class will include boys and girls. Former pupils are employed as typists and some have been employed in photography.

Considerable equipment has been ordered for the art department and all children with ability have such instruction and an opportunity to demonstrate their ability. Many pupils of the school show outstanding ability in art work. The State Department of Vocational Rehabilitation has rendered splendid cooperation and has given many of our students after leaving here further training in the vocation for which they need more training. This organization has done a wonderful placement job.

As in all schools a considerable number of our children are unable to secure an academic education. For this group our program has been arranged so that they will have some more time in the vocational department. Graduates and former pupils with proper academic and vocational background have been placed in good positions and are gainfully employed.

A new Miller Simplex Automatic press which has recently arrived is a great aid to the Department of Printing.

Report of the Printing Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

The general cooperation has been very good and we performed our duties well, I believe.

On the whole, my boys behaved very well and some are interested in their chosen trades while the others are not, but they all are doing very well.

We are sorry to see Lawrence Pitt and Joseph Robbins leave us. Pitt is a good all round man. Robbins needs more practice in setting type by hand and running small presses.

***Right posture and how to
hold type for distribution***

Students who are taking the printing trade instruction are as follows: Clyde Cassady, Kendall Moore, Lovell Moore, Lawrence Pitt, Jack Rabb, Joseph Robbins, Jahnz Ulmer, Herbert Alford, Huey Bland, David Carroll, Donald Crownover, Gene Kurtz, Wayne Land, Harold Pope, Keith Sandager, and Ronnie St. Amant.

All of the above students are doing well in their lessons—some very good, some good and some fair, but they try to do their best.

The new Miller press recently installed is giving us satisfactory results.

In spite of too many interruptions and no overtime we managed to turn out unusually big and better jobs.

I hope to have a cabinet filled with selected type for each student and he can be held responsible should he fail to distribute type carefully, or fails to keep everything orderly and clean, and can not put the blame on some one else.

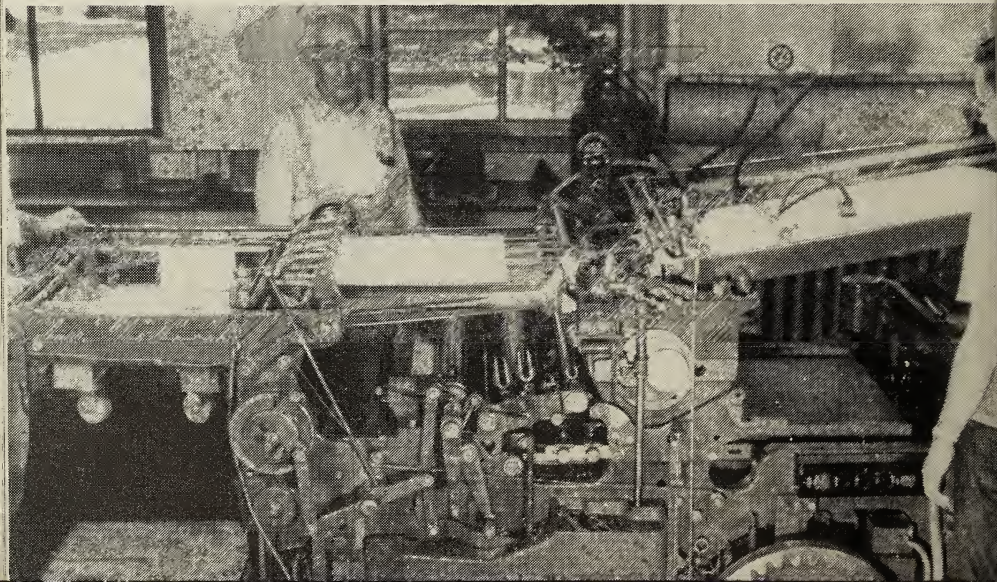
I hope this is the information you want.

Respectfully submitted,

A. W. POPE,

Instructor in Printing.

Printing is one of many trades selected by our students as a vocation





*Students from art classes preparing scenery for a Christmas cantata
presented by the Department for the Blind*

Report of the Shoe Repairing Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

During the past two years, the Shoe Repairing Department has completed approximately 2,500 repair jobs, ranging all the way from attaching plates to complete whole sole and heel jobs.

Due to a system of rotation, each student has instruction in all types of repair jobs. As fast as he becomes proficient at one type of job, he is moved along to a different type of work, thereby acquiring a fair understanding of all types of repair jobs.

To provide greater variety and promote a better understanding of leathers, the Shoe Repairing Department has recently started instruction in elementary leather work. This course is very popular with the students and promises to be a great success. A marked improvement in the neatness of the work in shoe repair jobs as well as leather work, done by the boys taking this course, has already been noted.

All in all we feel we have had a successful biennium.

Respectfully submitted,

J. B. HIDLE,
Instructor in Shoe Repairing.

Report of Home Economics Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

"HOME MANAGEMENT CLASS"

The free, health material from the Metropolitan Life Insurance Company and a table mat with the motto, "Thou shouldst eat to live, not live to eat," prompted us to plan our year's program on the "Seven Basic Daily Food Needs" for each person.

We compiled and illustrated our own cook books. On the first page we wrote that motto, and pasted an "Overweight and Correct Weight" cartoon below it. An original jingle "Plan a Busy Day" with crayon stick men—and gay thumb nail sketches made the book more attractive.

Discussion of timely topics, such as, vitamins, food selection at home and at the market, budget plan, where and how foods grow, etc., always preceded the cooking period. When we studied the food value of milk we used it in cooking as well as churned butter and made cottage cheese. The "Nestle Kit" with its samples of cacao beans, nibs, cocoa butter, etc., made our Beverage and Candy making lesson more interesting.

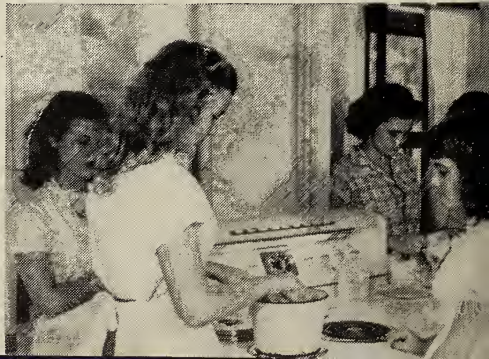
To keep our illustrative material we received in the mail, we found it necessary to make large envelopes and portfolios to "file" it in. Some of the girls made "Dream House" scrap books.

Mrs. Mould, of the Florida Electric Light and Power Company, spent two weeks of her valuable time with us demonstrating how Cream Puffs, Eclairs and Oven Dishes are prepared.

Our trip to Lightner Museum and the Hobby Shows gave us a better appreciation of fine dishes and silverware—how and where they were made, how to care for them in our homes, how to set the Table Properly and how to behave at the table.

The girls are enthused about the Home Management Plan rather than a "Cooking

*Older deaf girls'
cooking class*



Class" and in the near future there should be a cottage for them to live in and manage, under the supervision of two qualified sewing and cooking teachers, then it would be a delightful task to teach the natural born home makers.

REPORT OF RECIPES TAUGHT IN COOKING CLASSES
(DEAF AND BLIND GIRLS)

- | | |
|--|---|
| 1. BEVERAGES | 9. DESSERT |
| Tea (hot and iced) | a. Cornstarch, Blanc Marge |
| Coffee | b. Cornstarch Custard Pudding |
| Cocoa | (1) Plain |
| Chocolate Milk Shake | (2) With Fruit |
| 2. BREADS | 10. EGG COOKING |
| Baking Powder Biscuits | a. Egg in shell (hard and soft) |
| a. Plain | b. Devilled |
| b. Love Letters | 11. FROSTING |
| c. Triangles | a. Boiled—Chocolate |
| d. Fruit Filled (Dried Peaches, Raisins) | b. Chocolate—
(Confectioners' Sugar) |
| 3. MUFFINS | 12. FRUIT |
| a. Plain | a. Apples (baked) |
| b. Raisin | (1) With Cinnamon |
| c. Huckleberry | (2) With "Cinnamon Hearts" |
| d. Chocolate | 13. MEAT (Hot Dish) |
| 4. BUTTER (Churned) | a. Baked—Vegetables and Meat |
| 5. CAKES | 14. PASTRY |
| a. Butter | a. Cream Puffs |
| b. Marble | b. Eclairs |
| c. Chocolate | c. Apple Pie (Pillsbury Mix) |
| 6. CANDY | 15. VEGETABLE |
| a. Rainy Day Fudge | Pan Fried—
Raw Potatoes |
| 7. COOKIES | Fat Fried—
Shoe String Potatoes |
| a. Oatmeal | French Fried |
| b. Oatmeal and Raisin | Potato Chips |
| c. Quick Change | |
| d. Autumn Leaves | |
| 8. COTTAGE CHEESE
(Home-made) | |

Respectfully submitted,

AURELIA M. SPENGLER,
Instructor in Home Economics.



*Manicuring is taught
as one phase of
beauty culture*

Report of the Instructor in Cosmetology

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

Our beauty culture class is composed of eleven girls. They are doing excellent work. They are cooperative, progressive and all work advantageously with a healthy, happy state of mind.

All branches and the fundamentals of beauty culture is taught: finger waves, shampoo, eye-brow arching, cutting hair, shaping, styling, scalp treatments, facials, permanent waving, etc.

These girls are to be praised for their eagerness to learn for their future earning capacities.

It is indeed a pleasure to teach this group of girls the fundamental principles of beauty culture.

Respectfully submitted,

AGNES SOLANO,
Instructor in Cosmetology.

Report of Sewing Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

As in most schools, our progressive work is often handicapped by the necessity of sewing a great number of articles, which are required by other departments of the school, such as tablecloths, aprons, towels, etc., for the domestic department; aprons for the barber shop; mattress covers for the shop of the Blind Department; and countless mending jobs for the athletic department. The following list will illustrate:

36 Dish towels
9 Table cloths
16 Napkins
66 Maid's aprons

11 Work aprons
2 Ironing board covers
4 Pressing board covers

In addition to the above listed, we have mended a great number of barber shop aprons, towels, twenty-five pairs of socks, boys' gym pants, football uniforms, and girls' gym suits.

A great number of costumes were made for the gym show. It is my belief that, even though they are only costumes, the girls should not be allowed to develop poor sewing habits by doing slip-shod work. At first, I tried to maintain the high standard of work which I have set up for my students, but as the time for the exhibit approached and ideas were changed and new ones developed by the athletic department, I found it necessary to allow the girls to sew them together so that they would look presentable from a distance. This was very much against my policy or standards, so I tried to impress upon my students that this could only be allowed in such cases where the garments would be worn only once or twice, but never when the garments were to be made for themselves or others for general wear. In spite of the rush work, which had to be done, we have received many compliments

Hand-sewing Class



on the costumes worn at the gym exhibit. During a six weeks (two hours, five days per week) period we made the following costumes:

9 Ruffled long dresses	21 Large flags	9 Pairs trousers
9 Long slips	4 Small banners	1 Jacket and vest
2 Long half-slips	5 Spanish costumes	8 Bow ties
18 Gym shorts	1 Russian costume	

In addition to the above garments, which were cut and made from new material, we remodeled, mended, or trimmed a great many other costumes.

Other articles, which we made, during the past two years, were:

64 Sewing bags	Dish towels
64 Pin cushions	Hand towels
A number of pillow cases	Vanity sets
Panties	Shoe bags
Slips	Blouses
Bibs	Skirts
Shorts	A man's robe
Play suits	Pajamas
Fancy aprons	Baby clothes
Quilted bedroom slippers	Shell jewelry
Skirts (for Red Cross)	Crocheted articles
Dresses	Knitted articles
Bean bags	Woven potholders
Pot holders	A rug

Our classes have been entirely too large for efficient work. This is due to the large enrollment and not enough teachers.

I believe my greatest achievement has been in that I have been able to arouse an interest in and a liking for sewing and related handwork in all of the girls who had disliked it at the beginning.

It is my greatest wish and dream that the legislature and the Board of Control will soon recognize the need for a home management house where the girls will be able to live and learn to manage a home as one should be managed. In such a house, they would be taught to manage a home, how to plan meals, do the marketing, principles of decorating, how to entertain, and the countless number of things which the girls we have turned out have had to learn the hard way, or never learn. Until that time, I will continue to feel that we have failed because our girls have not been prepared to face life when they leave us.

Respectfully submitted,

MILDRED F. MURRAY.

ASSISTED BY LILY HOGLE.

DEPARTMENT FOR THE BLIND

Instruction

The function of the Florida School for the Deaf and the Blind is to educate the deaf and the blind, the severely deafened and the visually handicapped. Procedures used in the education of these two groups of physically handicapped children are entirely different.

The process of educating a deaf child has already been explained. Their education requires a highly trained, specialized teacher who has been especially prepared how to use special methods to educate the deaf.

In the Department for the Blind the revised Braille is used. This is the Universal system. It requires a bright sightless child six or eight weeks to gain a knowledge of Braille. After that his progress is as rapid as that of a normal child in the public schools. The course of study in this department corresponds very closely to that used in

Senior Chorus, Department for the Blind



our public schools. Due to the fact that many texts cannot be obtained in Braille, it is necessary to use different text books; however, when a student graduates from our Department for the Blind he has an education equivalent to that provided in the high schools of our State. Graduates of this department are admitted to institutions of higher learning without examination. We have in this department a large number of children with a very high degree of sight who may be classified as partially seeing children. Recently, sight-saving classes have been established in some of the larger cities of the State and recommendations have been made for those children who have sufficient sight to enroll in these classes.

Since materials are now available, the Board of Trustees of the American Printing House for the Blind has worked out plans to manufacture sight-saving books and material for the partially seeing child. Most of the tangible apparatus for the education of the blind is obtained from the American Printing House for the Blind at Louisville, Kentucky. This department has a very splendid Department of Music. Also, provisions are made for pre-vocational training.

Report of the Head Teacher, Department for the Blind

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

Herewith is submitted the report of the Department for the Blind for the 1946-1948 biennium.

The enrollment figures for the school year of 1946-47 are as follows:

Grade	Boys	Girls	Total
1	6	4	10
2	2	3	5
3	4	3	7
4	4	3	7
5	5	2	7
6	2	3	5
7	5	1	6
8	5	1	6

9	4	2	6
10	4	1	5
11	0	3	3
12	0	1	1
Special	6	5	11

Totals	47	32	79
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Opening enrollment	43	29	72
Added during the year	4	3	7
Dropped during the year	7	2	9

Reasons for dropping:

- 1 to attend sight-saving class in public school
- 1 for reasons of discipline
- 1 a growing head tumor
- 4 quit school of their own accord
- 1 mentally deficient
- 1 to attend public school

The attendance for the year was 95.89 per cent. One pupil was graduated from high school.

Similar figures for the school year of 1947-48 show the following:

Grade	Boys	Girls	Total
1	6	2	8
2	3	7	10
3	2	2	4
4	5	3	8
5	6	5	11
6	5	3	8
7	1	4	5
8	3	2	5
9	4	2	6
10	5	1	6
11	3	1	4
12	0	3	3
Special	3	1	4

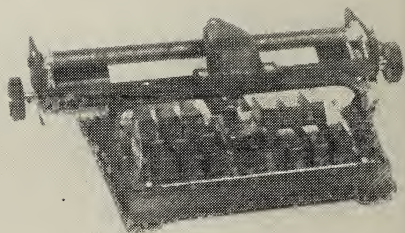
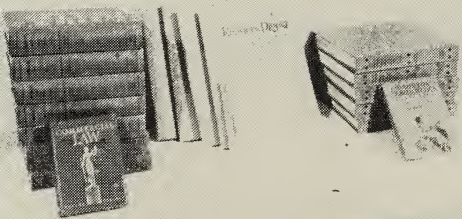
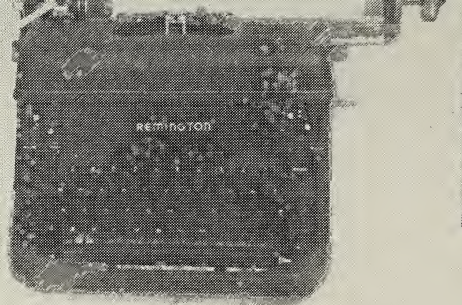
Totals	46	36	82
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Opening enrollment	41	31	72
Added during the year	5	5	10
Dropped during the year	2	5	7

Reasons for dropping:

- 3 for reasons of health
- 1 too immature for school
- 1 moved out of the state
- 1 too much vision
- 1 to attend public school

The attendance for the year was 95.91 per cent. Three pupils were graduated from the high school.



1. The Blind use typewriters for correspondence with sighted friends.
2. Braille is read by sense of touch.
3. Comparative sizes of Braille and ink print editions of the same book.
4. Braille writer—sometimes called the Braille typewriter.

In the above tables the word "special" denotes pupils who are not classified in any one grade, and are receiving special work and attention so that they may soon be fitted into a regular grade or class. Usually these are pupils who entered this school for the first time at an advanced school age and must, first of all, learn to read Braille with some degree of proficiency. A few of the "specials" are those who, for one reason or another, never will completely fit into any one grade or class. One full-time teacher is employed to teach special classes for such pupils, and for other pupils who may need coaching or special work in certain subjects.

During the past biennium we have adopted new texts in eight courses, have added two new courses, and have extended the typing course to require three years instead of two. The latter was done because of the noticeable lack of typing proficiency on the part of the older high school pupils. A course in Braille Grade II was added to the eighth grade curriculum because of the fact that more and more texts on the junior high school level are being printed in Braille II.

New texts were adopted in seventh and eighth grade English, fifth and sixth grade Social Studies, ninth grade History, seventh grade Health, and first through fourth grade Reading. These texts were adopted in an effort to modernize our curriculum and in an effort to bring it closer to the adopted state course of study for the

public schools. But, as you know, we cannot follow the state course of study exactly, since we must use what texts we can obtain printed in Braille. At present we are having made a special printing of Braille text for Florida History for the seventh grade, since no such text is now available in Braille. Further text-book change or revision is planned in the near future for ninth and tenth grade Mathematics, grades three through six English, and Spelling for all grades.

Not much new equipment was added during the past biennium. One of the main additions was that of seven new standard typewriters to replace the portable typewriters in typing classes. Formerly we used portable machines because several of the pupils owned their own portables or expected to obtain them shortly after leaving school. At present few of the pupils own a typewriter or expect to obtain one, so it was thought best to give them training on standard machines.

Three new talking-book machines were purchased for classroom use, in addition to those already borrowed from the Council for the Blind. Present plans call for the purchase of more such machines and for gradually building up a talking-book library of standard works to be used mainly in literature classes.

Approximately one hundred fifty volumes were added to the Braille library, divided between the junior library and the senior library. Library reading on the part of the pupils is not compulsory, but is encouraged. Two of the older pupils, one for the senior library and one for the junior library, do all the work of issuing books and recording. The older pupils supplement their reading by use of the talking-book, records for which are borrowed from a branch of the Federal Library in Atlanta. Also, we receive several magazines in Braille, which are distributed to the various classrooms, some to be used as supplementary material, and some for reading enjoyment.

Our main problem has been for years past, and continues to be, that of the partially-sighted child—the child whose visual handicap precluded his attending public school, but who has too much vision to fit into a curriculum designed for blind children. Such a child will not learn Braille as long as he has useful vision, and resents being forced into a blind curriculum. Our solution, one that has not been and cannot be entirely satisfactory, has been to furnish such pupils with ink-print copies of the Braille texts and to see that they are used with the least possible amount of eye-strain on the part of the pupil. The real solution of this problem would be the establishment of a “sight-saving” room or rooms with special equipment and specially trained teachers. The ideal system would be to obtain copies of our regular texts in large type print, use the sight-saving rooms as “home” rooms for



Blind students reading Braille books in the New Library

supervised study, and have the partially-sighted pupils recite with the regular Braille classes, and take part in all other activities of the Department for the Blind. This would prevent the development on the part of the partially-sighted pupils of a feeling of segregation from the rest of the Department.

The above solution to the problem of the partially-sighted children would, in turn, create a problem—that of determining what pupils would be proper candidates for such a sight-saving class. This would call for a thorough eye-examination and prognosis of each individual case. Those pupils with static visual deficiencies would be proper candidates for sight-saving. Those with a prognosis of progressive blindness should be placed in the regular Braille classes, regardless of the present state of their vision.

There are a few respects in which the work of the Department for the Blind during the past biennium has not been entirely satisfactory. One of our weaknesses has been in physical education, especially that of the girls. We have no trained physical education teacher, so it has been necessary to assign girls' physical

education classes to regular classroom teachers. We need a teacher trained for such work, and a definite physical education program to follow. Since blind pupils are more or less inclined to be sedentary, they, even more than sighted children, need a planned program of physical education.

We also need a full-time typing teacher, so that typing instruction may be started in the middle grades and carried right on through at least two years of high school.

One of our greatest academic weaknesses has been, and is, in spelling. Braille, because of its very nature, is not conducive to good spelling. To facilitate printing and writing, and to conserve time and work, advanced Braille uses symbols or contractions to represent combinations of letters or whole words. Such contractions are a great aid to speed of reading and writing Braille, but play havoc with the spelling habits of Braille users. It is planned to place greater emphasis on spelling in the future, in an effort to overcome this spelling weakness.

Other plans for the immediate future include the purchase of additional typewriters, talking-books and records, additional science equipment, continued revision of texts and curriculum, and the allotment of more space to the primary department so that there may be installed a playroom and a room for toys and working models.

Respectfully submitted,

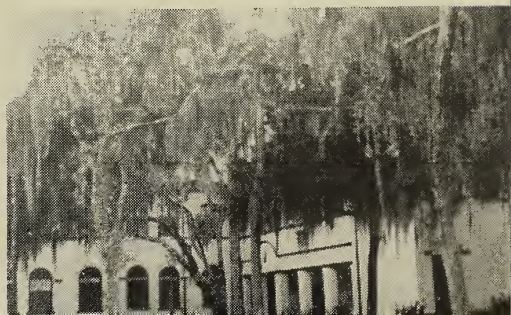
FRED V. MAYHUE, *Head Teacher,*
Department for the Blind.

BRAILLE LIBRARY

A great deal of the knowledge we possess is received through the ear. Due to the fact that a blind child hears, the problem of educating such a student is not as difficult as that presented in the education of one who is deaf.

After a student in the Department for the Blind learns to read Braille fluently, he can for himself obtain a large amount of information through reading. Therefore, it is very necessary that the school have an up to date and inclusive library. The completion of the new library has made

View from the southeast showing library and classroom addition to Walker Hall





Orchestra — Department for the Blind

it possible for us to order many new books and increase the number of volumes for use in this department. The library at the present time contains approximately 4,000 volumes and includes all phases of literature, book of instructional nature and magazines of a current nature. Religious magazines in Braille are supplied by the different religious denominations. Each classroom is supplied with a large number of books for supplementary reading. Pupils in the Department for the Blind enjoy reading and through reading they procure a good command of English. The Congressional Library in Washington and Braille Libraries situated in different parts of the country have on their shelves books covering almost every subject in which a blind person may be interested. These books are loaned free of charge. The past few years the federal government has been very generous in its appropriation for the manufacture of books and technical apparatus for the education of the blind by the American Printing House for the Blind. Much improvement has been made in the manufacture of the talking book. This invention has been very helpful in educating the blind child and bringing pleasure to the adult blind of our country.

DEPARTMENT OF MUSIC

The Department for the Blind has a splendidly equipped department of music. The school has an orchestra and a junior and senior chorus. Every child possessing aptitude for music is given an opportunity to receive instruction. All children have an opportunity to take part in group singing. Children who indicate some special ability are given individual instrumental and vocal lessons. Radios and pianos are found in each dormitory. Students from this department receive many invitations to appear before civic and church groups and other organizations.

DEPARTMENT OF PRE-VOCATIONAL TRAINING

The industrial workshop in this department is very outstanding. Pupils are taught how to make brooms, mops, mattresses, door mats and how to do upholstering and to cane chairs. Products made in this department find a ready market at the other institutions of the state. The fact that these products are sold before they are even made prove an incentive for the boys to work hard and turn out very fine products.

The girls in this department receive training in Home Economics, home making, rug weaving, crocheting, basket-ery and dressmaking.

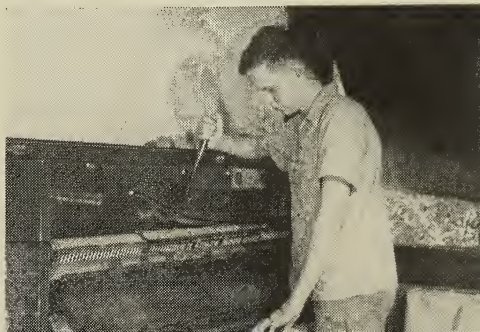
Report of the Workshop for the Blind

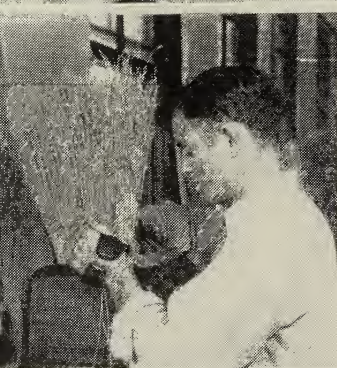
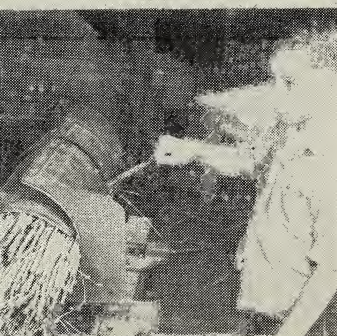
DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

A first-class setup of modern machinery and a well diversified program of industrial training is vitally necessary and highly essential in the training and education of blind children. A carefully prepared routine of work and play is surely conducive to the development of clean habits, promotes good health, forms strong bodies and rounds out character.

Piano tuning—Workshop for the Blind





Broom-making— Workshop for the Blind

In our workshop we endeavor to make the work interesting and pleasant, and our aim is to make each and every boy self supporting after leaving school. There are a number of boys located at various points throughout the state, who are supporting themselves by one of the following trades: broommaking, mattress making, mop making or piano tuning.

During the past two years we have manufactured in our workshop 16 ceiling brooms, 92 radiator brooms, 78 hat brooms, 142 hearth brooms, 216 toy brooms, 382 whisp brooms, 8,252 cottage, parlor and warehouse brooms.

In addition to the above figures we have made in the same shop 14 dry floor mops, 115 toilet mops, and 5,123 scrubbing mops, recaned 142 chairs, woven 16 cocoa fiber doormats and have reupholstered 4 suites of furniture and 9 occasional chairs.

In a previous report I expressed the hope, that we would someday be able to modernize our shop, by installing modern machinery. This has been partially realized in the broom shop. We hope within the next two years to complete the job started in the broomshop and then we want all modern machinery in the mattress department and when this is done we will have a shop second to none in the country.

Respectfully submitted,

T. M. GIBBS, *Shop Foreman.*

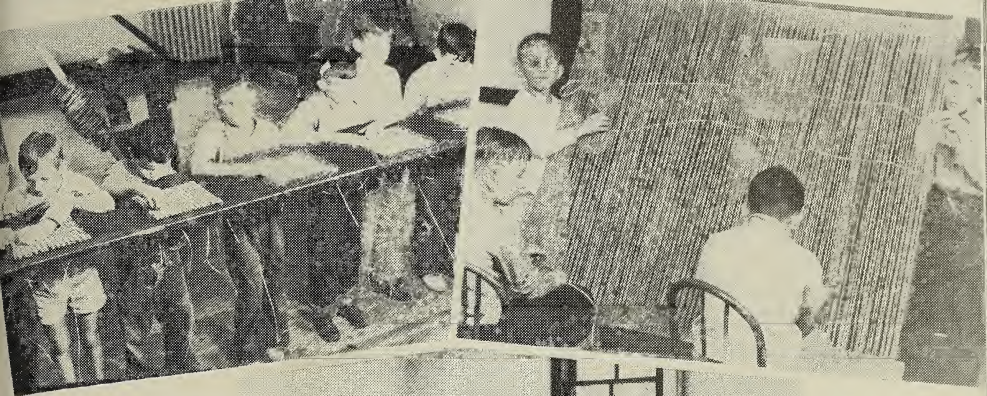
Report of the Handwork Instructor

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

This year thirty-two girls were enrolled in the four handwork classes for the blind. The young girls met for two hours a

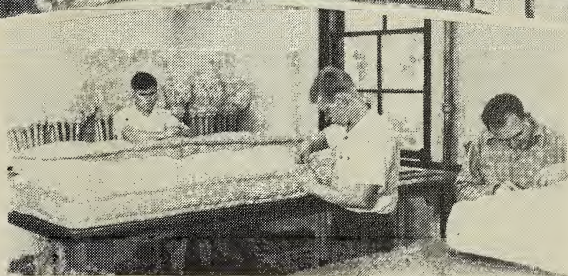
1. Sizing broom corn. 2. Bundle cutter in operation.
3. Winding broom onto handle. 4. Sewing brooms.
5. Trimming brooms with power cutter.



Elementary
chair caning

Door mat
weaving

Mattress
making



Workshop for the Blind

week and the older girls for four hours. A small class was organized for the children who had had difficulty with the work the year before and this class met every day for half an hour. As the class was very small, more attention could be paid to the individual difficulties of each girl. A class of this type is very valuable for these children. For a long time we have needed some means of classifying the children according to their aptitudes and abilities, but have found it difficult to do this as long as we have had to confine our handwork classes from the hours of two to four in the afternoon. This new class has been a step forward in the proper classification of our girls. It has also helped in making the afternoon class smaller, an advantage to the pupils as well as the teacher. Teaching handwork to the blind demands a great deal of personal attention. Large classes make this impossible.

As the shortage of materials is no longer a great handicap, we have been able to vary our activities somewhat, but there is still room for new ideas—especially in the work of our younger children.

This year the girls have received instruction in knitting, crotchetting, weaving, clay modeling, leather work, and rug making. Every attempt has been made to teach the girls things that they will be able to do when they are home and away from the supervision of the teacher and the equipment of the handwork room. For this reason knitting has been a very popular subject with all the girls. Once they have mastered the fundamentals, they can

work on their own without constant supervision. We have Braille magazines in our library which carry knitting instructions and some of the girls have enjoyed using the patterns suggested in these magazines. The making of shag rugs has also been popular for the reason that once a girl has learned how to make one, she can do so with such simple equipment as a crotchet hook or bobby pin, a potato or orange sack, and some candlewick yarn.

We have purchased some new looms and now have three looms which the girls can use. The new looms are very easy to operate and we are very pleased with them.

As I look back over the year, I can see that progress has been made in this department not only in the acquisition of knowledge and skill but also in the improvement in attitudes and effort.

In leaving the school at the close of this year, I regret that I have not been able to accomplish more in the handwork classes. I feel that the greatest need here is for a full-time handwork teacher who will be able to give the girls adequate instruction in sewing as well as the other handwork crafts. A teacher with a full academic schedule cannot devote enough time to the handwork classes to carry out a complete and adequate program needed here in this school.

Respectfully submitted,

CLARISSA PICKLES, *Instructor in Handwork.*

Report of the Typing Instructor

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

The typing classes this year have been very satisfactory. Sixteen pupils have been in the classes and all have made progress. Now that we have new standard typewriters, the problems of previous years have just about disappeared. We have had to have the typewriters in the study hall and this has not been satisfactory; however, plans have been made to have a regular room for the typing classes next year and this difficulty will be solved. Now, all we need are regulation typing tables and adjustable chairs and our typing room will be well equipped.

Respectfully submitted,

CLARISSA PICKLES,
Instructor in Typing.

*Blind Girls'
Handwork Class*



FLORIDA COUNCIL FOR THE BLIND

The Florida Council for the Blind which was established by the 1941 legislature, continues to render a splendid service to the adult blind of the state. A cooperative agreement has been worked out with them whereby their representatives confer and council with every student the last two years before he leaves school or graduates regarding a proper vocation and his future work. By this planning we are able to do a better job with our guidance program and find out the attitudes of each pupil and the vocation to which they are most likely to succeed.

The above mentioned organization is doing a splendid job in the matter of preventing blindness and restoring vision. The organization has been very helpful in the training and placement of former students or graduates who have proper ability and adequate training. We have several former students operating news stands successfully in different parts of the state.

DOMESTIC DEPARTMENT

The proper training and care of a large group of physically handicapped children such as are enrolled in a school of this kind is a tremendous responsibility. The development of proper health habits, courtesy, and etiquette, good personality and good character is the most important job in residential schools. The responsibility rests not only upon the classroom teachers, but also upon every employee of the household department.

A matron-dietitian with training and experience plans the meals and supervises the work of the entire household department. Housefathers and housemothers look after the welfare of the boys and girls during the time they are not occupied in the classroom. The movement and whereabouts of each child must be accounted for every minute. Only persons with a good educational background, the best of character and love and interest in children are qualified for these positions.

Report of the Matron-Dietitian

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In making this report to you, I feel that much credit should be given to the splendid cooperation of the personnel in the kitchen department, who have worked together congenially during the past school year toward the welfare and needs of our children. We have also been fortunate in having a chef with institutional experience, who has taken a personal interest not only in the food which he has prepared, but also in the reaction of the children themselves to the wider variety of food combinations which we are endeavoring to serve, providing the best of healthy and balanced meals.

It is impractical to set a definite scale of daily calories in a school of this type, where there is always the problem of trying to please many individual personalities and all ages. However, our weekly menus are not repeated (item for item), and the satisfaction shown by the majority of the children, along with the decrease month by month of those who are underweight and have a special lunch served each day at recess, are very gratifying to all interested in the food department and encourages us to continue with this system.

I herewith submit menus for two consecutive weeks, April 11 to 24, 1948:

SUNDAY, APRIL 11, 1948

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Tomato Juice	Roast Beef, Gravy	Apples
Scrambled Eggs with Ham	Buttered Carrots and Peas	Peanut Butter Crunches
Toast, Jelly	Noodles	Raisins
Milk	Chocolate Ice Cream	Milk

MONDAY, APRIL 12, 1948

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Grapefruit Juice	Roast Beef Hash	Frankfurters
Pancakes, Oleo	Creamed Corn	Baked Beans
Syrup	Sliced Tomatoes	Mustard
Milk	Bread	Bread, Milk
	Fruit Cup	Chocolate Pudding

TUESDAY, APRIL 13, 1948

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Stewed Peaches	Baked Ham	Spanish Rice
Sausage, Grits	Fig, Orange Sauce	Apple, Carrot,
Toast, Apple Butter	Browned Potatoes	Raisin Salad
Milk	Turnip Greens, Bread	Bread, Milk
	Grapefruit Sections	Canned Pineapple

WEDNESDAY, APRIL 14, 1948

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Oranges	Scalloped Ham	Chili and Kidney
Boiled Eggs	with Noodles	Beans
Sweet Buns	Sweet Peas	Cabbage Slaw
Milk	Pickled Beets	Bread, Milk
	Bread	Lemon Gold Cake
	Apple Pie	

THURSDAY, APRIL 15, 1948

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Tomato Juice	Baked Pork Chops	Spaghetti, Meat Sauce
Scrambled Eggs with	Rutabagas	Chef Salad
Sausage	Candied Sweets	Bread, Milk
Toast, Jam	Corn Bread	Peach Halves
Milk	Pineapple Pie	

FRIDAY, APRIL 16, 1948

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Bananas	Salmon Loaf	Cream of Tomato Soup
Oat Meal	Scalloped Tomatoes	Crackers
Toast, Jelly	Green Beans	Peanut Butter
Milk	Bread	Bread, Milk
	Fruit Jello	Fruit Salad

SATURDAY, APRIL 17, 1948

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Orange Juice	Hamburger Patties	Spiced Ham
Pancake, Oleo	Catsup	Potato Salad
Syrup	Browned Potatoes	Cucumber Pickles
Milk	Cold Slaw, Pineapple	Bread, Milk
	Bread, Layer Cake	Royal Ann Cherries

SUNDAY, APRIL 18, 1948

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Tomato Juice	Roast Turkey, Gravy	Apples
Scrambled Eggs	Dressing	Cookies
with Sausage	Mashed Potatoes	Figs
Sweet Buns	Buttered Peas	Milk
Milk	Rolls	
	Strawberry Ice Cream	

MONDAY, APRIL 19, 1948

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Stewed Prunes	Beef Stew with	Chicken a la King
Bacon, Grits	Carrots and Onions	Boiled Rice
Toast, Jam	Boiled Potatoes	Sliced Tomatoes
Milk	Bread	Bread, Milk
	Sweet Potato Pie	Jello

TUESDAY, APRIL 20, 1948

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Orange Juice	Fried Liver	Salmon Salad
Boiled Eggs	Mexican Corn	Green Beans
Toast, Jelly	Mashed Potatoes	Sweet Pickle Relish
Milk	Bread	Bread, Milk
	Fruit Salad	Gingerbread

WEDNESDAY, APRIL 21, 1948

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Oranges	Meat Loaf	Chili, Kidney Beans
Pancakes, Oleo	Harvard Beets	Mixed Green Salad
Syrup	Parsley Potatoes	Bread, Milk
Milk	Bread	Prune, Custard
	Tapioca Pudding	Pudding

THURSDAY, APRIL 22, 1948

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Stewed Apples	Roast Beef, Gravy	Weiners
Corn Flakes	Baby Lima Beans	Mustard
Toast, Jam	Mashed Potatoes	Potato Salad
Milk	Bread	Bread, Milk
	Pear Salad	Apple Sauce

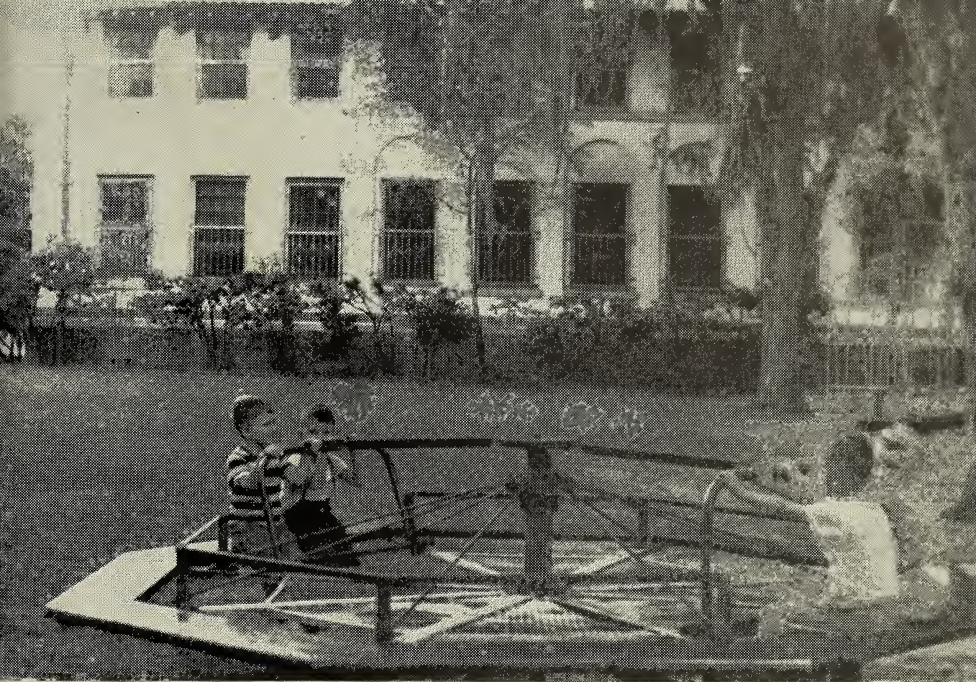
FRIDAY, APRIL 23, 1948

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Bananas	Fried Cod Fillets	Scalloped Macaroni,
French Toast	Succotash	Tomatoes and Cheese
Syrup	Oven Brownd	Apple, Carrot,
Milk	Potatoes	Raisin Slaw
	Corn Bread	Bread, Milk
	Vegetable Salad	Sliced Pineapple

SATURDAY, APRIL 24, 1948

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Grapefruit Juice	Baked Pork Chops	Roast Beef Hash
Sausage	Yellow Squash	Catsup
Fried Potatoes	Stewed Apples	Fresh Green Salad
Toast, Apple Butter	Mashed Potatoes	Bread, Milk
Milk	Bread	Vanilla Pudding

Respectfully submitted,
RUTH ISHAM HAWE, *Matron-Dietitian.*



Primary deaf boys at play

HEALTH PROGRAM

The proper care and education of more than four hundred children of different ages, types, and physical condition, presents a tremendous task. The arrangement of a proper health program for so large a group is not easy. Many of our children have become handicapped by deafness or blindness through dreadful childhood diseases which have left their physical well being badly impaired. As soon as school is open in the fall a clinic is held in which every child is given a thorough examination and all defects noted. As rapidly as possible children needing treatment receive same and in so far as possible defects are corrected. The school has a thirty-six bed infirmary. Our health program is carried out by the following staff: one medical doctor; one ophthalmologist; one dentist; one registered nurse and one practical nurse.

The health of the student body during the biennium has been satisfactory. In the spring of each year we have the usual epidemics of colds, measles, and mumps. The work in our department of health is largely preventive. Most of

our difficulties in this department have been caused by skin diseases and a large number of minor illnesses and injuries.

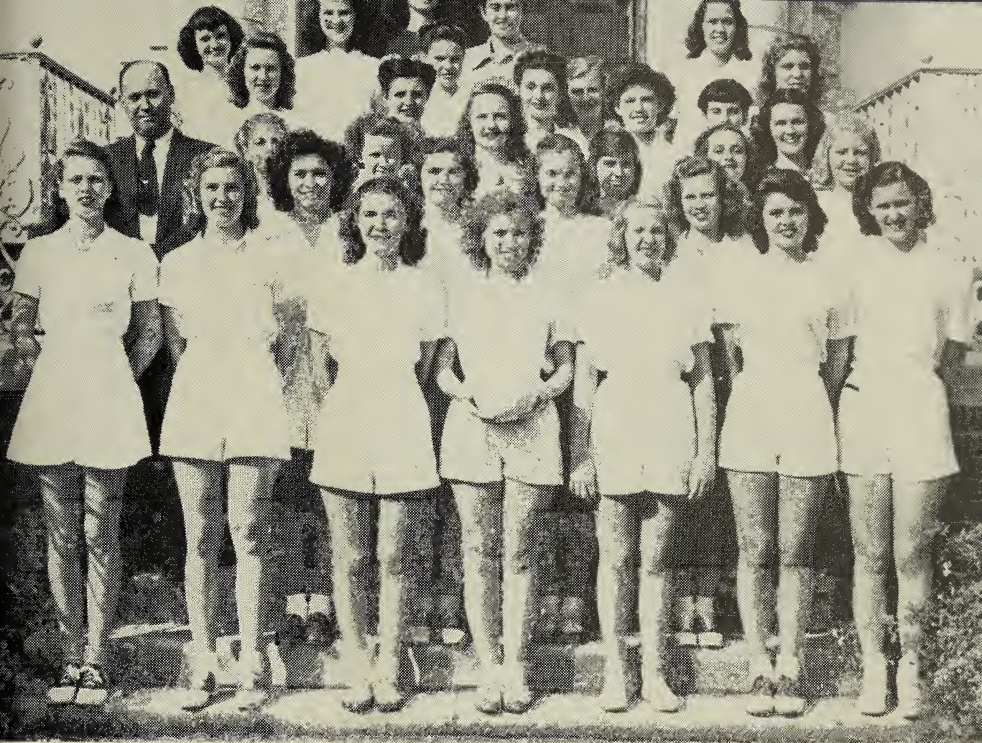
The dietary problem in handling a group of children varying in ages and physical stamina is a tremendous one. Proper diet and rest are very important for our children. Much attention is given to proper feeding and recreation. The children are under careful supervision at all times. Only food of the best quality is purchased. The children have plenty of nourishing food with a plentiful supply of milk and green vegetables. A great deal of attention is given to the proper preparation, cooking and serving of foods. The first of each month every child is weighed and every child not maintaining the proper weight is re-examined by medical authorities and proper measures taken. Children who are not up to weight, or who seem not to be doing well physically are placed on special diets and given nourishing food according to their needs.

All children who enter school for the first time must present a negative Wassermann Test. Our usual good health program we ascribe to careful supervision, proper planning of meals, planned recreation, adequate medical attention and sufficient time for proper rest.

During the biennium a number of tonsillectomies were performed and several operations for cataracts. Often, after proper medical and operative attention, some children are able to return to the public schools. As usual, a large number of glasses were provided children of each department, during the two-year period.

DAILY PROGRAM

The work of arranging a balanced daily program where over four hundred different types of handicapped children are involved, in order, that the academic, vocational and recreational departments be properly coordinated is a difficult one. The daily program must be arranged so that the courses of study may be satisfactorily covered and the children have plenty of time for recreation and social activities. The academic program is carried on between the hours of 8 and 1 o'clock. Vocational instruction is given in the



Deaf girls who won the St. Augustine city girls' volleyball championship

afternoon between the hours of 2 and 4 o'clock. The physical education program is carried out between 4 and 5 o'clock each afternoon. Vocational instruction is also given on Saturday morning from 8 until 11 o'clock. Saturday afternoon there is no planned work and the children are free to do as they desire. They may go downtown, visit their friends, or engage in any diversion in which they are interested. The younger children who require close supervision at all times go downtown frequently to the movies or to do shopping. Children in the Department for the Blind attend Sunday church services downtown. Both departments of the school have a non-sectarian Sunday School. Non-sectarian church services are conducted for the students in the Department for the Deaf in the school auditorium each Sunday.

A well arranged program gives proper time for each department and coordination of the many different activities and sufficient time for recreation and social activities.

ORDER OF THE DAY

SCHOOL DAYS

Rise	6:00 AM
Breakfast	7:00 AM
School	8:00 AM
Recess	10:45 to 11:00 AM
Close of School	12:50 PM
Dinner	1:05 PM
Shops and Industries	2:00 PM
Close of Shop and Industries	4:00 PM
Recreation	4:00 to 5:00 PM
Supper	5:45 PM
Study—Blind and Deaf	7:00 to 8:30 PM
Retire—Lights Out	9:30 PM

SATURDAYS

Rise	6:00 AM
Breakfast	7:00 AM
Shops and Industries	8:00 AM
Close of Shop and Industries	11:00 AM
Dinner	1:05 PM
Supper	5:45 PM
Meeting of Literary Societies	6:30 PM
Retire—Lights Out	9:30 PM

SUNDAYS

Rise	7:00 AM
Breakfast	8:00 AM
Sunday School	9:00 to 10:00 AM
Devotional Exercises	11:00 AM
Dinner	1:05 PM
Refreshments	5:00 PM
Meeting of Christian Endeavor Societies:	
Department for the Blind	5:30 PM
Department for the Deaf	6:30 PM
Retire—Lights Out	9:30 PM

DEPARTMENT OF PHYSICAL EDUCATION

The Department of Physical Education is one of the most important in the school.

Our physical education program includes gymnastics, games, educational hygiene, health and formal athletics. The aim of this department is to help our children to be healthy, vigorous, strong, happy, and efficient. It was found during the World War that soldiers who had proper physical education training stood the strain and stress of war much



1947 Football Team

better than those who had not had it. They seemed to be more calm and courageous and accomplished more than those who had not been subjected to a well defined program of physical education. One of the first things the government did in planning training for our armed forces was to organize a definite program of health and physical education for all branches of the armed forces. This department in our school probably suffered more because of the war than any other department, due to the fact that most of the well trained experienced directors of physical education were with the armed forces.

The physical education department is so planned to include physical examination, individual and group gymnastics, organized and unorganized games, folk and social dancing and instruction in proper health habits.

The school has a good football team which plays with the teams of the nearby public schools. Both boys and girls have an opportunity to play basketball. It is the policy of the school to make an effort to play at least one out of state game each season with another state school team.

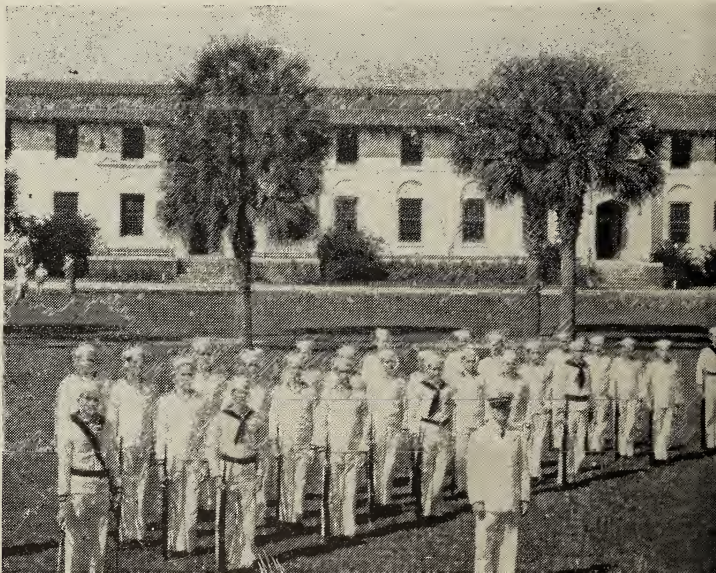
Every pupil in school has an opportunity for some form of physical education. The smaller children in Bloxham and Wartmann Cottages have a carefully planned recreation program. Older children in each department receive training in aesthetic and social dancing.

The custom of having an annual gymnastic exhibition which coordinates most of the physical education activities of the year was renewed in 1948. It was the first production since the beginning of the war. The theme of the exhibition was "Festival of Peace" and was presented on the athletic field April 20, 1948. The stage setting and scenery were made and arranged by the boys in the manual training department. Costumes were made in the domestic arts department. The program which consists of orchestral numbers, choral numbers, dances and gymnastic exhibitions would have done credit to any school, anywhere. The musical and dancing numbers were outstanding. Approximately 2,500 people witnessed the "Festival of Peace."

DEPARTMENT OF MILITARY TRAINING

In the matter of developing good personality traits, securing discipline, developing initiative, alertness, posture and neatness, military training has a very important place. Military training has been carried on in a small way for many years with the older boys in the Department for the

Older
Deaf
Boys'
Military
Unit



Deaf. Boys in this department frequently take part in parades, patriotic demonstrations and public exhibition. The boys in this department march with almost the accuracy and precision of regular soldiers and it is often hard to convince spectators that they do not possess hearing.

NECROLOGY

Miss Maude Green, housemother over the primary blind boys at the school for twenty-three years, passed away Monday night, December 15, 1947. She was born in Jacksonville, Alabama. Miss Green was outstanding in the work she chose as her profession and her passing is mourned by friends and a large number of alumni of the school who grew up under her guidance. Funeral services were held in Anniston, Alabama.

Joseph Mourey, who for many years was instructor in painting at the school, passed away September 22, 1947. He had lived in St. Augustine for sixty years coming from Salem, Illinois. Mr. Mourey was an old time painter who took a great interest in his vocation and rendered a splendid service to the school.

RETIREMENT OF MISS LUCILE GALLIER FERGUSON

Miss Lucile Gallier Ferguson retired at the close of the 1948 school year. Miss Ferguson completed forty-two years of service to the school. She is descended from a family of teachers and was peculiarly endowed for teaching. Conscientious to a fault, Miss Ferguson worked, unflinching for the good of the school and her pupils. Miss Ferguson has been a great influence not only in the academic work of the school, but also in the religious life of the students and her work will long be remembered. Miss Ferguson taught in the Department for the Blind.

FARM AND DAIRY

The Florida School for the Deaf and the Blind has a large farm about four miles north of St. Augustine at Casa Cola on the St. Augustine-Jacksonville highway. This farm

supports a very fine pure-bred herd of Jersey cows which consists of 106 head. The dairy is on the accredited list of the federal government as being free from tuberculosis and Bang's disease. A splendid supply of milk is furnished the school by the dairy. Offspring from this herd are in great demand and young stock has been sold in different parts of the state. While the operation of the farm the past few years has been very costly, the school could not possibly have had the large quantity of the highest quality milk without such a project.

The school also has quite a large hog farm which furnishes a great deal of meat for the school. This department is maintained largely from garbage from different kitchens of the school. The farm has been very helpful to the household department in providing a balanced diet for our children. Very little repair work and improvements were made during the war. Since the war, plans have been made to make several improvements to the dairy, renew delapidated fences and to clear more land for the development of pasture.

IMPROVEMENT PROGRAM

Generous appropriations for several improvements by the legislature, recommended by the Board of Control and splendid cooperation of the State Budget Commission made it possible to begin several badly needed improvements long past due. All the new buildings have been built of hollow tile and covered with white cement plaster which harmonizes with the original buildings.

(1) Service Building:

The service building contains a shop for the superintendent of maintenance and storage facilities for all of the motor equipment owned by the school. On the second floor housing facilities are provided for several of the instructors in the Department for the Colored. This building was built by the Paul Smith Construction Company at



New Refrigeration Unit



New Service Building

a cost of \$57,660.00. The work was started on this building May 15, 1946 and completed September 25, 1947.

(2) Store Room Addition:

A store room addition on the north side of our heating plant addition was completed for the storage of groceries and supplies for the household department. This improvement was also made by the Paul Smith Construction Company. It was begun August 29, 1946 and completed September 25, 1947 at a cost of \$21,368.00.

(3) The Library and Classroom Addition to Walker Hall:

This improvement was built by the R. E. Clarson Company, Inc. It was begun February 28, 1947 and completed August 1, 1948 at a cost of \$246,200.00. This building contains a library for the blind, a library for the deaf, nine additional classrooms and dormitories above the libraries for household help.

(4) New Heating Plant:

An entire new heating plant was installed by the Henry G. DuPree Company. All buildings are now heated from a central heating plant. This improvement was begun April 26, 1947, completed July 1, 1948 at a cost of \$198,400.00.

(5) Sanitary and Storm Sewer System:

An entire new sanitary and storm sewer system was installed by the Ivy H. Smith Company. This improvement was started April 26, 1947, completed May 21, 1948 at a cost of \$107,000.00.

(6) New Refrigeration Facilities:

New refrigeration facilities were installed in the old store room for groceries on the south end of the heating plant. The old refrigeration facilities were also revamped and renewed. This improvement was started February 15, 1948, and was completed November 9, 1948.

(7) New Primary Unit:

The new primary dormitory on San Marco Avenue started April 16, 1947, cost approximately \$364,000.00. This dormitory which is for primary deaf children, was built by R. E. Clarson Company, Inc. It will accommodate eighty children as a maximum. This improvement was completed November 9, 1948.

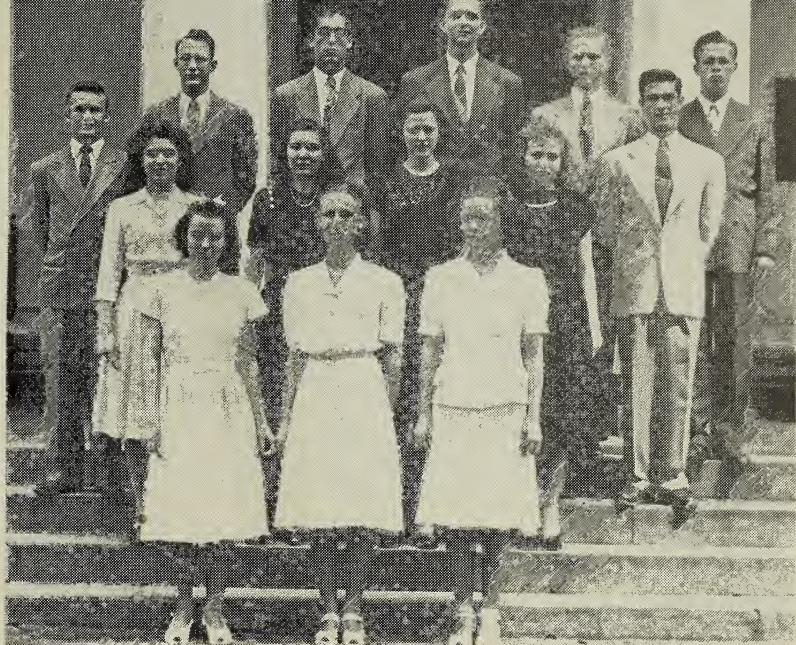
Considerable painting and plastering was done during the two-year period; however, a great deal of repair work and decorating remains to be done. This repair work will be carried out as rapidly as possible as soon as materials and labor are available.

GRADUATES

May 30, 1947 there were nine graduates: eight from the Department for the Deaf and one from the Department for the Blind. Department for the Deaf: Rebie Hemperley, Miami; Julianne Wertheim, Tampa; Samuel E. Hinson, North Miami Beach; John P. Whealton, Palmetto; Harry Gibbens, Coral Gables; Charles Good, Miami; Miles Chandler, Delray Beach; and Ralph Sasser, Haines City.

Department for the Blind: Loma Rafferty, Miami.

The commencement address was given by Dr. Doak S. Campbell, President of Florida State University who took for his subject, "The Tests of an Educated Man." Dr. Campbell emphasized that ideas and conceptions of education vary and dwelt on a statement by Dr. Nicholas Murray Butler, covering the six tests of an educated man.



Graduates, 1948

- (1) Correctness and precision in the use of an educated man.
- (2) Refined and gentle manners.
- (3) Sound standards of feeling and appreciation.
- (4) The power and the habit of reflection.
- (5) The power of growth.
- (6) The power to do, efficiently.

In closing Dr. Campbell said no person may be said to be educated who is not able to do something efficiently. Certainly we do not learn to do the same things, but all of us should learn to do at least one thing unusually well. He concluded his excellent address by saying, "As we leave this graduating class, and look on toward our future lives, whether we shall be in another school, or out in the school of life, remember we can continue our education."

May 25, 1948 we had fourteen graduates:

Department for the Deaf: Charlotte Haik, Jacksonville; Mildred Doris Brown, Anna Maria; Alva Dean Christie, Lake City; Carolyn Marie Hamilton, Miami; Harry Phelps, Bonifay; Lawrence Pitt, Minneola; Burton T. Anderson, Sanford; Oscar Rawlins, Holly Hill; Jay Wilson, Miami; Edward Trainor, Holly Hill; Lloyd Joseph Robbins, St. Petersburg.

Department for the Blind: Mary Ann Martin, Jacksonville; Florence Evelyn Bales, Miami; Eva Lee Duncan, Winter Haven.

The commencement address was given by Dr. Elwood C. Nance, President of Tampa University. Dr. Nance, a veteran of two world wars, took a military theme for his address; his topic being, "Mission Achievement."

"MISSION ACHIEVEMENT"

Dr. Nance, speaker of the evening, is a veteran of two world wars, and he took a military theme for his address, his topic being, "Mission Achievement." He pointed out that the Air Force, in being sent to an objective, was briefed for "Mission Japan," or "Mission Berlin." He briefed the young folks for "Mission Achievement," and gave wise counsel to his hearers for successful living. He said he frequently hears young people wonder what life has in store for them. His comment was that he would like to ask them what they have in store for life, and went on to speak of duties and responsibilities faced by all of us. He declared he has never seen a physical handicap that cannot be overcome, and often overcome in such a way that the individual goes much farther than he would have done under ordinary circumstances. It is a spiritual handicap, he declared, that cripples the individual, injures his work, and renders futile what he seeks to accomplish. He put stress on the development of the finer qualities inherent in everyone; and urged the quickening of spiritual perception, the development of a greater loyalty to institutions that must be upheld, encouraged and supported; to one's family and friends.

STUDENTS IN INSTITUTIONS OF HIGHER LEARNING

Graduates of the school who have good records, outstanding ability and are interested in college education are awarded scholarships to attend institutions of higher learning.

During the past two years the following graduates have attended institutions of higher learning: Department for

the Blind—Carl McCoy of Tallahassee, and Fred Holly of Lakeland are attending the University of Florida. Robert D. May of Miami is enrolled in Stetson University. Loma Rafferty of Miami is attending Barry College.

The following graduates of the Department for the Deaf are enrolled at Gallaudet College, Washington, D. C., the national college for the deaf: Rebie Hemperley of Miami and Julianne Wertheim of Tampa.

PROFESSIONAL IMPROVEMENT

Since the war the national professional organizations have held their meetings regularly.

The President of the School attended the twice postponed Biennial Convention of the American Association of Workers of the Blind which was held in Baltimore, Maryland July 7-11, 1947. The attendance at this meeting was 377 representing every section of the United States and Canada. The entire field of vocational training was discussed and considered.

The President of the Florida School was in charge of the Section which included administrative heads of Residential and Day Schools for the Blind. The meeting was attended by a large number of veterans who had lost their sight in World War II.

THE THIRTY-THIRD BIENNIAL MEETING OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

The Thirty-third Biennial Meeting of the Convention of American Instructors of the Deaf was held at the Florida School June 16-20, 1947.

Dr. C. J. Settles, President of the Convention of American Instructors of the Deaf and the Florida School, was in charge of the program.

The Convention was opened Monday, June 16 at 8 o'clock by an address by the Hon. J. Thomas Gurney, Chairman of the Board of Control of Florida, who welcomed the delegates and guests to Florida on behalf of the State of

Florida. Hon. Frank F. Harrold, Mayor of St. Augustine, welcomed the delegates on behalf of the city. Responses on behalf of the delegates to the convention were by Mr. Boyd Nelson, superintendent of the Utah School for the Deaf who responded for the west; Miss Harriet McLaughlin, principal of Public School Number 47, New York City, who responded for the east and for the Council of Day School Teachers; Miss Eugenia Thornton, principal of the Alabama School, spoke for the south and the supervising principals of schools for the deaf; Mr. Wesley Lauritsen, a teacher in the Minnesota School for the Deaf, responded on behalf of the north. He also brought greetings from Mr. Louis C. Tuck who is now retired after many years of service to the deaf of Minnesota and who graduated from Gallaudet in the class of 1870.

Dr. J. J. Tigert, President of the University of Florida, gave the opening address. His subject being, "Education Today and Its Relation to World Peace."

The address of Dr. Settles, as President of the Convention, "Look to the Future," was given at the General Session on Tuesday, June 17. The six main points of his address were: (1) Will the discovery of the atom bomb have any great effect on population trends? Will the trend be away from the larger cities? Will future discoveries of use for atomic energy cause the populations of larger cities to disintegrate and go to the interior of our country? (2) Possible increase in the general population. (3) Areas and populated areas of greatest density of population must be considered. (4) Growth of the public school classes for exceptional children and the possible distribution of classes. (5) Admission of the hard of hearing in increasing number to state schools. (6) The slow learning child. Dr. Settles pointed out that:

"Trends seem to indicate that enrollment in the denominational and private schools are on the increase while day schools have shown some enrollment loss. Unless there is a radical and unexpected shift in population because of great inventions, improvements and changes in our industrial program, it is a safe prediction that enrollment in state schools for the deaf will increase

in the same proportions there will be increases in the enrollment in our public schools. Undoubtedly, there will always be a place for the residential school and there is a need for newer and better buildings and more up-to-date equipment."

Dr. Settles pointed out clearly the tremendous increase in pre-school work. In the January, 1947 Annals it was pointed out that the schools for the deaf reported 1,178 pupils in pre-school with 159 teachers.

He also pointed out that men in the Army who had received an adequate physical education program stood the stress and strain of war much better than those who had not had it. In pointing out the importance of Vocational Education, Dr. Settles said:

"Vocational education is expensive education because it takes laboratories and machine shops to properly prepare children for different vocations. State schools for the deaf originally set the standards for such training in the public schools; however, the public schools have far out-distanced our schools in providing modern training and up-to-date equipment in the vocational field."

Dr. Settles stressed the point that Visual Education is rapidly gaining ground and is fast becoming a very important means of educating the deaf child and that because of its importance a section on Visual Education had been given a place on the convention program.

Dr. Settles abhorred the fact that the Convention had done so little in the field of research and by comparison pointed out the great amount that had been done by the American Foundation for the Blind. One field of work with the deaf, especially in need of greater research, was in measurement and guidance. In regard to publicity Dr. Settles believes this is the opportune time to push publicity on the history of the education of the deaf as "the exceptional child is getting so much attention at the present time." Eight specific points on reorganization and new trends were placed before the Convention. Reference was made also to the expansion program at Gallaudet College. Dr. Settles concluded by saying, "Education in the future must concern itself more than it has in the past with outlooks and attitudes."

All phases of the work of educating deaf children were discussed by leaders in the profession. These included supervision, pre-school and kindergarten, speech development, auricular training and rhythm, curricular content, vocational training, art, health and physical education and social and character training.

Because of its growing importance the program committee added for the meeting a section on Visual Education.

The convention was largely attended by delegates from the United States, Canada and foreign countries. The entertainment was well planned and the general consensus of opinion was that those who were privileged to attend the Convention received a great deal in the way of new ideas and suggestions to carry back to their respective schools.

The Conference of Executives of Schools for the Deaf was also convened in St. Augustine at the same time as the Convention of American Instructors of the Deaf.

RESIGNATIONS AND APPOINTMENTS

Resignations in June, 1947 were as follows: John Blindt, to work for his Master's degree; Mrs. Elizabeth Blindt, to go to the Illinois School; Miss Mary Guilmartin, to go to a private school in North Carolina; Miss Charline Rotha, to go to the North Carolina School; Mrs. Blanche Reuck, to remain at home; Mrs. Virginia Tart, to remain at home; Miss Alyce Ann Thompson, to go to the Lutheran School, Detroit; Miss Claudine Hutchins, to go into public school work; and Mr. Jean St. Croix, to study for his Master's degree.

Appointments to fill these vacancies were: Miss Jeanette Johnson, A.B., of Jacksonville, Illinois, who received her training to teach the deaf at MacMurray College; Mrs. Edna Kerr, B.A., of St. Augustine, who received her training at Woman's College of the University of North Carolina; Miss Christine Olson, B.A., of Bottineau, North Dakota, who received her training at the New York University; Miss

Ruth Smallshaw of Regina, Saskatchewan, Canada, who received her training to teach the deaf at Ypsilanti State Normal; Miss N. Emelie Olson, B.A., of Bottineau, North Dakota who received her training to teach the deaf at Clarke School; Miss Marion Stewart of Saskatoon, Saskatchewan, Canada, who received her training to teach the deaf at the Saskatoon School for the Deaf.

Appointments for the 1947-1948 school year were: Mrs. Nelda Hibbs, B.S., of Madison, New Jersey, who received her training to teach the deaf at Rutgers University; Mrs. Nellie Jensen, of McBride, Michingan, who received her training at the Michigan School for the Deaf; Miss Dale Webb, B.S., of Madison, Florida, who received her training at the Florida State University; Miss Helen B. Adams, M.Ed., of Long Island, New York, who received her training to teach the deaf at Clarke School; Mrs. Martha Bird, B.A., of St. Augustine, who received her training at Minot State Teachers College; Paul C. Bird of St. Augustine, who received his training at the Pennsylvania College; H. J.

Scene from 1948 "gym show"





Primary deaf department rhythm band at commencement

Reidelberger, B.S., of Fulton, Missouri, who received his training at Gallaudet College; Miss Yvonne de Potter, B.A., of New York City, who received her training to teach the blind at Perkins Institution; and Mrs. Jeneva Tobin, M.A., of St. Augustine, who received her training at the Texas State College for Women.

SOCIAL AND STUDENT ACTIVITIES PROGRAM

In arranging a yearly program that will include all departments of the school it is highly essential that the program be arranged so that there is sufficient time for leisure, planned recreation and social activities.

The yearly schedule is so planned that there is plenty of time for social and recreational life. At certain intervals the children are allowed to go to the beaches on picnics and parties. In May, 1948 the members of the graduating class were permitted to spend a day in Daytona Beach enjoying the beach and the sights of that famous playground.

Frequently, certain groups of children are taken to Jacksonville to enjoy outstanding movies, athletic events and musicals.

Once in a while the older pupils are invited to attend dances and socials downtown. All socials, parties, and out-of-town trips are chaperoned by members of the faculty.

The Department for the Deaf as well as the Department for the Blind has a Literary Society and Christian Endeavor. Ministers of the different faiths in St. Augustine frequently have charge of the Christian Endeavor programs. In so far as possible, children are placed in charge of the programs for our literary society and Christian Endeavor.

Every opportunity is used to develop initiative, self-reliance, and self-dependance. A well planned program of entertainment is arranged for the school year. Outstanding magicians put on entertainments, marionette shows are contracted for and the older children are allowed to attend downtown picture shows. The school also provides moving pictures every two weeks on Saturday evening. All of the outstanding holidays are celebrated by programs, socials and dances. The development of the social side of the students is one of the most important duties of a residential school such as ours.

CONCLUSION

The greatest difficulty facing schools created for the education of exceptional children at the present time is the securing of an experienced, well trained personnel. The teacher situation in residential schools has become so acute it is almost impossible to obtain properly trained persons. Practically one thousand teachers have left the profession and very few have gone into training classes to prepare for the work of instructing the exceptional child. On the whole the school has been quite fortunate in having an experienced and qualified staff.

During the biennium, courses of study were revamped in each department. Provisions were made for a great

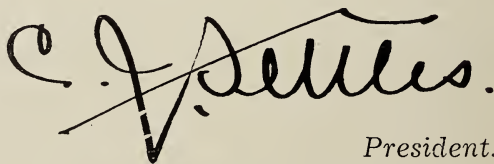
deal of adjustment teaching. By this arrangement, children who are not quite up to grade, or have a difficult time keeping up with their grades were able to stay with their class. Better progress was also made in the classification of pupils. A great deal of new equipment was purchased and installed in the Vocational Department.

The school in May, 1948 graduated one of the largest classes in its history. Also, the total registration for the biennium was the largest in the history of the school.

The completion of our building program will enable us to do a very much better job of organization, and classification, and make it possible for us to give the children better care and better training. On the whole, the work of the two-year period has been quite satisfactory.

In closing I wish to express my appreciation to the Governor and the State Board of Education for their interest in our many problems and the provisions they made for muchly needed improvements; the splendid interest and encouragement of the Board of Control in providing us with the essential things we need and in helping us solve our many problems is thoroughly appreciated; the interest and cooperation of the faculty, household and maintenance employees in carrying out the details of the work entrusted to them is also appreciated. Without the splendid cooperation and close coordination of all departments the work of educating the exceptional child which has been entrusted to us could not have been properly carried out.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "C. J. Selles". The signature is written in a cursive style with a long, sweeping underline that extends across the bottom of the signature.

President.

APPROPRIATION REQUEST FOR 1949-1951

	<i>Fiscal Year Ending 6/30/50</i>	<i>Fiscal Year Ending 6/30/51</i>
From State Appropriation:		
Salaries	\$275,575.00	\$ 275,575.00
*Expense	233,335.00	229,835.00
Special Capital Outlay for new Equipment and Improvements.....	37,000.00	
Furniture and Equipment (Proposed New Buildings).....	45,000.00	
From Incidental Funds:		
Salaries	4,000.00	4,000.00
Expense	10,000.00	10,000.00
Total Request	\$604,910.00	\$ 519,410.00
Total for Biennium.....		\$1,124,320.00

SUMMARY OF PROPOSED BUDGET FOR 1949-1951 BIENNIAL

	<i>Salaries</i>	<i>Expenses</i>	<i>Total</i>
Administration	\$ 51,120.00	\$ 17,900.00	\$ 69,020.00
Maintenance and Operation.....	65,460.00	109,000.00	174,460.00
School for the Deaf.....	222,570.00	46,820.00	269,390.00
School for the Blind.....	74,230.00	26,350.00	100,580.00
Dormitories	60,100.00	22,600.00	82,700.00
Dining Halls	46,340.00	176,100.00	222,440.00
Hospital	9,240.00	3,600.00	12,840.00
Laundry	1,185.00	20,600.00	32,450.00
Physical Education		6,000.00	6,000.00
Dairy Farm	18,240.00	54,200.00	72,440.00
	<u>\$559,150.00</u>	<u>\$483,170.00</u>	<u>\$1,042,320.00</u>
Special Capital Outlay for New Equipment and Furniture and Equipment (Pro- posed New Buildings)		\$ 82,000.00	\$ 82,000.00

*The requested appropriation for expense for the Biennium 1949-51 includes amounts to cover certain departmental and expendable replacements not included in the \$37,000.00 special request for capital outlay.

PERMANENT IMPROVEMENTS (Capital Outlay)

Under the heading of *Permanent Improvements* the following are our minimum needs:

(1)	Gymnasium	\$ 400,000.00
(2)	Two New Dormitories	393,000.00
(3)	New Laundry Building and Equipment	50,000.00
(4)	Rewiring all old buildings (Imperative)	65,000.00
(5)	Renovate and Repair Present Negro School	100,000.00
(6)	Workshop for the Blind	90,000.00
(7)	Vocational Training Building (Deaf Girls)	90,000.00
(8)	Renovate and Repair Present Industrial Building	125,000.00
(9)	Dredging and Filling for Additional Land for Athletic Field and Recreational facilities	100,000.00
(10)	Green House	5,000.00
(11)	New Milk Room and Cooling Equipment—Dairy	5,000.00
		<hr/> \$1,423,000.00

Plans are on hand for the first four permanent improvements requested:

- (1) Gymnasium
- (2) Negro Dormitories
- (3) Laundry Building
- (4) Rewiring all old buildings

All these improvements are absolutely necessary if the school is to prepare for growth and give the children the care and additional facilities that they are entitled to.

STATEMENT OF RECEIPTS AND DISBURSEMENTS

FOR 1947-49 BIENNIUM

	Year 1947-48	Estimated Year 1948-49
SALARIES		
State Appropriation released by		
Budget Commission	\$194,766.00	\$217,957.00
Disbursements	181,973.05	217,957.00
	<hr/>	<hr/>
Balance	12,792.95	None
EXPENSE		
State Appropriation released by		
Budget Commission	184,633.00	264,700.00
Disbursements	174,394.82	264,700.00
	<hr/>	<hr/>
Balance	10,238.18	None
SPECIAL		
Balance Forward	None	38,071.00
State Appropriation released by		
Budget Commission	38,071.00	38,071.00
Disbursements	None	38,071.00
	<hr/>	<hr/>
Balance	38,071.00	None
INCIDENTAL FUND		
Released by Budget Commission	41,168.15	37,800.00
Disbursements	4,352.26	37,800.00
	<hr/>	<hr/>
Balance	36,815.89	None
Total Available all Funds	458,638.15	558,528.00
Total Disbursements all Funds.....	360,720.13	558,528.00
	<hr/>	<hr/>
Total Balances all Funds	97,918.02	None

LIST OF GRADUATES

WHITE DEAF GRADUATES

- 1898—Artemas Winfred Pope
Cora Carlton
- 1907—Eugenia Wilson
Nettalien Vanderpoel
- 1908—Alice Carlton
- 1913—Henry Stephen Austin
Henry Raymond Rou
Willie Harvey Townsend
- 1914—Minnie Violet Clemons
Sarah Virginia Johnson
Roxie Rice Jordan
Charles Edward Manire
- 1918—Laurence Randall
- 1919—Dixie Clyde Fernside
Amelia Theresa Loring
Lalla E. Wilson
Uriel Jones
- 1921—Annie Louise Clemons
Mary Jim Crump
Pearl Helen Holland
- 1926—Marjorie K. Egle
Gladys L. Eastman
- 1927—Florian Caligiuri
William A. Hall
Julius L. Myers
- 1928—Georgette E. Duval
Florence K. Wells
Benjamin F. King
William Edward Clemons
- 1930—Bessie Henderson
- 1931—L. E. Jennings
Dan Long
Warren Wilson
Khaleel Kalal
Antonio Virsida
Robert Hoagland
- 1932—Reba Blackwelder
- 1933—Charles M. McNeilly
Jans Rosier
- 1934—Clara Stevenson
Ethel Crawford
- 1935—Velma Cumbie
Janet Lightbourn
Pauline Register
Loyce Ommie Barfield
Albert Forrest Reeves
Harry Joseph Schaffner, Jr.
Edwin Laurens Bledsoe
- 1938—Thomas Leroy Cooper
Robert Bookter Edwards
Mabel Josephine Johnson
Robert Eugene Polk
Mitchell Abraham Kalal
Annette Long
Harry Leander Moore, Jr.
Carlie Frances Todd
Lorraine Wertheim
- 1939—James Emmett Davis
- 1940—Medora Louise Crowell
Mary Frances Olive
Nathalie Oakley
Lucille W. Brown
Elsie Ann Wiggins
Homer Altman
Charles W. Lockey, Jr.
Sawley Helms
- 1941—John Gordon Gunter, Jr.
Clifford LeRoy White
Raymond Lawrence Keith
Ida Jewell Stevens
Josephine Mary David
Mamie Mary Fazio
- 1943—Elizabeth Rose Crowell
Isabelle Rose Mancill
Henrietta Estelle Davis
Thomas Freder'k Hightower
- 1945—Margaret Hovsepan
Caroline Smith
Lucille Themis
Evelyn Webb
Roger Fleming
Fletcher Smith
James Pritchard

WHITE DEAF GRADUATES—Continued

- | | |
|----------------------------|------------------------|
| 1946—Eugene Carre | 1948—Charlotte Haik |
| 1947—Rebie Alice Hemperley | Mildred Doris Brown |
| Julianne Wertheim | Alva Dean Christie |
| Samuel E. Hinson | Carolyn Marie Hamilton |
| John B. Whealton | Lawrence Pitt |
| Harry Creighton Gibbens | Burton T. Anderson |
| Charles B. Good | Oscar H. Rawlins |
| Miles Otto Chandler | Jay K. Wilson |
| Ralph Sasser | Edward Alden Trainor |
| | Lloyd Joseph Robbins |
| | Harry Phelps |

WHITE BLIND GRADUATES

- | | |
|--------------------------------|------------------------------|
| 1908—DeWitt Lightsey | 1939—May Stelle |
| 1911—Lucius Emerson | Myrlen J. Jordan |
| Lula Barfield | Orian W. Osburn |
| 1915—Mabel Bates | Leonard Braxton Warren |
| Pearl Brown | Marie Dean |
| Bessie Sikes | Grover Smith |
| 1918—Lola Ashley | 1940—Ethel Stelle |
| Annie Lee Barksdale | Robert D. May, Jr. |
| Arthur Dye | Charles Carl Sattler, Jr. |
| 1922—Rosie Nasrallah | 1941—Buelah Lee Holly |
| 1925—Willie Butler | Mary Catherine Scherer |
| Frances Johnson | Johnnie Hught Caroll |
| 1928—Gladys M. Jones | Raymond Lee McLean |
| Stewart M. Yates | 1942—W. A. Ouzts |
| Albert H. Macy | W. Wallace Lopez |
| Aubrey B. Martin | Alice Marian Ogden |
| 1930—Helen Salter | Patrice Eileen Forsyth |
| Nell Norton | 1943—Clarice Hay |
| 1932—Aileen Grace | Jacqueline Woodward |
| Lucy Dent Smith | John Paul Allen |
| Alexander Nasrallah | Joseph Albert Asenjo |
| Walter Nasrallah | Thomas Jackson Arant |
| Ernest Shaheen | 1944—Bertha Mae Johns |
| 1934—Beatrice David | 1945—Elwood McClellan |
| 1935—Bernita Flora Gilberstadt | 1946—Fred H. Holly |
| Gladys Louise Murrell | Carl McCoy |
| Edwin Joseph Holly | Elouise Register |
| 1936—Doris Sabra Hodges | James Robert Stasch |
| Marvin Robert Barnett | 1947—Loma Catharine Rafferty |
| 1937—Donald B. Shaefer | 1948—Mary Ann Martin |
| 1938—Doris Kathryn Reardon | Evelyn Bales |
| | Ava Lee Duncan |

COLORED DEAF GRADUATES

- | | |
|---|--|
| 1925—Cary White | 1938—Charlie Frank Simmons |
| 1932—Annie M. Stevens | 1939—Barbara Brown
Estella Annie Reid |
| 1933—Johnnie James
Jennie L. Nelson
Geneva Daniels | 1942—Lonnie L. Williams, Jr. |
| 1934—Melda Rawls | 1943—Walter Cole
Junior Newton |
| 1935—Daisy B. Moore
Marie Richardson
Jesse Lawrence
J. B. Sallet
Fitzhugh White | 1945—Roslyn Smith
Parley Mae Poole
Edith Fields
Rosa Mae Pollard
Alberta Jackson |
| 1936—Robert White
Glennie Owens
Timothy Morris | 1946—Jeannie Verlina George
Benjamin Morris |
| 1937—Willie Edna Jackson
Ruby Ann Young
Willie Edward Danzy | |

COLORED BLIND GRADUATES

- | | |
|---|--|
| 1914—Louise Jones | 1938—Freddie Irving Rozier |
| 1925—George Hall | 1940—Queen E. Williams
Ida Mae Williams
Vera Mae Fleming
Joe Lee Lawrence |
| 1928—Reginald Green
Leroy Lundy
Herbert Moore | 1942—Albert J. Figgs, Jr. |
| 1930—Jodie M. Jackson | 1945—Corrine Robinson
Ernest Kendrick |
| 1931—Moses Singleton
Washington Jones
Ernest Lawrence | 1947—Jeremiah Elliott Randolph
James Leonard Kendrick
James Young |
| 1935—Alexander Hartley | |

ROSTER OF STUDENTS

BIENNIUM 1946-1948

WHITE DEAF BOYS

1.	Alford, Herbert	Suwannee
2.	Allen, George	St. Johns
3.	Anderson, Burton	Seminole
4.	Appin, Raymond	Hillsborough
5.	Arias, Tommy Albert	Hillsborough
6.	Barwick, Marcus	Wakulla
7.	Basford, Donald	Putnam
8.	Beane, Stacey	Pinellas
9.	Betts, Robert Lee	Duval
10.	Betts, Larry	Duval
11.	Birdsall, Glenn	Volusia
12.	Bland, Huey	Hillsborough
13.	Bradley, James Kirby	Jackson
14.	Brooks, Philip Ray	St. Johns
15.	Brooker, Niram Edward	Palm Beach
16.	Blackburn, Grover	Brevard
17.	Cain, Ruben	Escambia
18.	Calhoun, Jack	Escambia
19.	Carbonell, Jack	Monroe
20.	Carlson, Don	Dade
21.	Carroll, David	Volusia
22.	Carter, Alton	Jackson
23.	Carter, Freddie	Jackson
24.	Cassady, Clyde	Sumter
25.	Causey, David	Polk
26.	Chandler, Miles Otto	Palm Beach
27.	Christopher, Wayne	Duval
28.	Clark, Gary Brooks	Dade
29.	Clements, Clifford	Pasco
30.	Clemmons, J. E.	Union
31.	Colley, James Alfred	Putnam
32.	Cooke, Gaston	Dade
33.	Cook, Edwin	Duval
34.	Cooper, Austin	Pinellas
35.	Crews, Jerry	Duval
36.	Crews, Roy Lee	Nassau
37.	Crider, Robert Lee	Hillsborough
38.	Crum, Fred	Wakulla
39.	Crownover, Donald	Dade
40.	Daugherty, Jack	St. Johns
41.	Davis, Norman Willis	Lee
42.	Daw, David	Escambia
43.	Deal, Johnny	Marion
44.	Dignan, Arthur	St. Johns
45.	Dignan, Philip	St. Johns
46.	Donald, Herbert	Duval

WHITE DEAF BOYS—Continued

47.	Dykes, Eugene	Duval
48.	Elliott, Tommy	Polk
49.	Enfinger, Paul	Leon
50.	Fazio, Joseph	St. Johns
51.	Fox, Edgar	Dade
52.	Fraser, George	Duval
53.	Fredrickson, Donald	Hillsborough
54.	Gardner, James	Hillsborough
55.	Garret, Robert	Duval
56.	Gibbens, Harry	Dade
57.	Giles, Warren	Polk
58.	Glenn, Richard	Dade
59.	Glover, Clarence	St. Johns
60.	Glover, William Franklin	Marion
61.	Good, Charles	Dade
62.	Gordon, Curtis	Polk
63.	Graves, Allen	Hillsborough
64.	Green, James Russell	Sumter
65.	Green, Wilburn Carl	Polk
66.	Greene, James Randolph	Columbia
67.	Greer, Fred	Palm Beach
68.	Hall, Robert Henry	Escambia
69.	Hanks, Leon	Escambia
70.	Harris, Ray	Hillsborough
71.	Herndon, Benjamin	Duval
72.	Herrington, Ronald Gordon	Duval
73.	Hinson, Samuel	Dade
74.	Holliman, Arnold	Alachua
75.	Holmes, Darwin	Palm Beach
76.	Holmes, Howard	Palm Beach
77.	Hunkapillar, Charles	Dade
78.	Hunter, Talmadge	Hillsborough
79.	Ives, Charles Edward	Alachua
80.	Johnston, Johnnie	Duval
81.	Keene, Charles Oliver	Hillsborough
82.	Keene, Harley Herrin	St. Johns
83.	Kennedy, Wayne	Leon
84.	Kimmons, Donald	Santa Rosa
85.	Kirkland, Lonnie	Polk
86.	Koon, Joe	Taylor
87.	Kornegay, Andrew Lee, Jr.	Gadsden
88.	Kurtz, Albert Eugene	Gadsden
89.	Land, Wayne	Orange
90.	Langley, Earl	Gadsden
91.	Langston, Murray	Leon
92.	Lawson, Larry	Lake
93.	Lee, George Wilbur	Seminole
94.	Lesch, Jack Elwood	Pinellas
95.	Little, Charles Wesley	Hillsborough
96.	Lovering, Archie Emanuel	Collier
97.	Martin, Marvin	Polk

WHITE DEAF BOYS—Continued

98.	Martina, William	Franklin
99.	Melcher, Robert	St. Johns
100.	Metts, William Dewey	Dade
101.	Mingo, Dale	Dade
102.	Moore, Kendall	Duval
103.	Moore, Lovell	Walton
104.	Moore, Jimmy	Polk
105.	McElfresh, James	Marion
106.	McElroy, Thomas	Polk
107.	McMullen, Lewis Dallas	Duval
108.	Nix, Nathan Roy	St. Johns
109.	Norris, William Earlie	Polk
110.	Otis, Frederick	Dade
111.	Padgett, Earl	Taylor
112.	Parker, Gordon	Volusia
113.	Parker, William Gerald	St. Johns
114.	Paul, Robert	Duval
115.	Peeples, Jerome Wayne	Duval
116.	Pert, Junior Cleveland	Escambia
117.	Pert, Ransom Samuel	Escambia
118.	Phelps, Harry	Holmes
119.	Pitts, Lawrence	Lake
120.	Pitts, Arthur	Duval
121.	Pope, Harold	Lake
122.	Proffitt, Glenn	Polk
123.	Pudelski, Thomas	St. Johns
124.	Rabb, Jack	Pasco
125.	Rawlins, Oscar	Volusia
126.	Richards, William	St. Lucie
127.	Robbins, Joseph	Pinellas
128.	Rogers, Oscar Jimmie	Duval
129.	Rutledge, James Hunter	Dade
130.	Rutland, Lawrence	Duval
131.	St. Amant, Ronald	Hillsborough
132.	Sanburn, George	Broward
133.	Sandager, Keith	St. Johns
134.	Sasser, Ralph	Polk
135.	Scott, Harold Austin	Duval
136.	Sculley, Edward	Calhoun
137.	Shafer, J. Autry	Polk
138.	Shay, John Willard	Brevard
139.	Shouppe, Joe	Jackson
140.	Skipper, Billie Joe	Bay
141.	Strehle, Homer	Escambia
142.	Sistrunk, Paul Richard	Hamilton
143.	Sistrunk, William Martin	Hamilton
144.	Smith, George Edward	Putnam
145.	Smith, Lester Cook	Polk
146.	Smith, Russell	Monroe
147.	Smith, William Bryan	Marion
148.	Spann, Emory Osborne	Duval

WHITE DEAF BOYS—Continued

149.	Trainor, Edward	Volusia
150.	Ulmer, Jahnz	Duval
151.	Vickers, James	Broward
152.	Vincent, James Ross	Alachua
153.	Vinson, David	Duval
154.	Stokley, Donald	Leon
155.	Walker, Allen	Dade
156.	Wehking, Lawrence David	St. Johns
157.	Whealton, John	Manatee
158.	White, Ronald Lee	Gadsden
159.	Wilcox, Roy Earl	Hillsborough
160.	Williams, George Paul	Baker
161.	Wilmot, Ernest	Duval
162.	Wilson, Jay Kenneth, Jr.	Dade
163.	Winstead, Ralph	Polk
164.	Wise, Earl	Jackson
165.	Wise, Marvin	Jackson
166.	Wright, James Finley	Escambia
167.	Wynn, John Clarke	Dade
168.	Yassney, James Gary	Hillsborough

WHITE DEAF GIRLS

1.	Adams, Dorothy Maxine	Santa Rosa
2.	Anderson, Rose Marie	Monroe
3.	Atwell, Betty Ruth	Holmes
4.	Bagille, Theresa	Duval
5.	Bailey, Frances	Bay
6.	Bailey, Patricia Ann	Nassau
7.	Barber, Claudia	Hillsborough
8.	Barton, Grace Taber	Baker
9.	Bass, Louette	Union
10.	Belcher, Barbara	Lake
11.	Bradley, Eleanor Jo	Sarasota
12.	Brent, Eloise	Monroe
13.	Broom, Eloise	St. Johns
14.	Brown, Dorothy	Polk
15.	Brown, Josephine	Lee
16.	Brown, Mildred Doris	Manatee
17.	Bryan, Fredia	Duval
18.	Burkhard, Marilee	Hillsborough
19.	Butler, Winona	Gadsden
20.	Carlton, Marcelle	Lake
21.	Carroll, Jenett	Polk
22.	Carter, Lucille	Jackson
23.	Cass, Jessie Elizabeth	Dade
24.	Cassidy, Lilly Corinne	Walton
25.	Christie, Alva Dean	Columbia
26.	Clemons, Elizabeth Ann	Orange
27.	Commander, Juanita	Walton
28.	Cook, Avon Marie	Duval

WHITE DEAF GIRLS—Continued

29.	Corbett, Patricia Ann	Lee
30.	Crews, Marilyn Yvonne	Nassau
31.	Cunningham, Virginia Lee	Dade
32.	Dale, Nora Frances	Jackson
33.	Deal, Martha Lois	Washington
34.	Ellis, Hilda Darlene	Putnam
35.	Fair, Emma Sue	Gadsden
36.	Farmer, Doris Jean	Orange
37.	Feinberg, Beatrice	Duval
38.	Fowler, Selma Fay	Lake
39.	Gay, Caroline	Sumter
40.	Godwin, Joyce Amelia	Escambia
41.	Gray, Amy Penelope	St. Johns
42.	Gray, Joyce Quida	St. Johns
43.	Guenther, Doris	Dade
44.	Haik, Charlotte	Duval
45.	Hall, Janette Nancy	Duval
46.	Hamilton, Carolyn Marie	Dade
47.	Harris, Marilyn Selita	Duval
47.	Head, Helen	Duval
49.	Hemperley, Rebie	Dade
50.	Hinson, Betty June	Dade
51.	Hinson, Rose Marie	Dade
52.	Holland, Virginia	Indian River
53.	Hudson, Clara Bell	Polk
54.	Hutchinson, Jacqueline	Volusia
55.	Jeter, Bennie Loraine	Bay
56.	Johnson, Bessie Lcrene	Seminole
57.	Keller, Margaret Louise	Leon
58.	Kelton, Dora Ellen	Suwannee
59.	King, Laura Nan	Duval
60.	Klipstine, Jenelle	St. Johns
61.	LaCroix, Lila Lorraine	Broward
62.	LaMonaca, Josephine	Volusia
63.	Latchaw, Marilyn	Volusia
64.	Lingo, Judith Ann	Hillsborough
65.	Lytte, Margie Irene	Dixie
66.	McDowall, Rosemary	Leon
67.	McFarland, Carolyn Latrelle	Hillsborough
68.	McGee, Rozelle	Hillsborough
69.	McSwain, Janice Marie	Duval
70.	Martin, Anita Gail	Duval
71.	Mendenhall, Edna Mae	Dade
72.	Metts, Mary Eunice	Dade
73.	Mills, Mary Maude	Suwannee
74.	Moody, Mary Agnes	Lake
75.	Napier, Sina Louise	St. Johns
76.	Neely, Velma Lee	Hernando
77.	Nutt, Sandra Aleander	Lake
78.	Oblinger, Jeanne	Hillsborough
79.	Oliveras, Joyce	St. Johns

WHITE DEAF GIRLS—Continued

80.	Parnell, Eloise	Columbia
81.	Parrish, Mable	Columbia
82.	Peacock, Euba Diana	Polk
83.	Peeples, Esther Beda	Palm Beach
84.	Perez, Dalia	Hillsborough
85.	Peters, Wanda Ruth	Bay
86.	Read, Joyce	DeSoto
87.	Remeley, Lois	Duval
88.	Roberts, Artha Rae	Leon
89.	Roberts, Margarette	Duval
90.	Robbins, Beverly Ann	Duval
91.	Ruff, Carol	Volusia
92.	Sapp, Emma Lou	Pinellas
93.	Sellers, Naomi Janell	Duval
94.	Shaw, Loretta	Hillsborough
95.	Sheeve, Linda Anita	Duval
96.	Skinner, Mary Emma	Lee
97.	Slappey, Virginia Marilyn	Volusia
98.	Slappey, Sue Ann	Volusia
99.	Slaughter, Dorma Jean	Volusia
100.	Smith, Addie	Hillsborough
101.	Smith, Annie Lee	Volusia
102.	Smith, Evelyn Bessie	Polk
103.	Smith, Ida Irene	Polk
104.	Smith, Louise	Hillsborough
105.	Spell, Wylodean	Hamilton
106.	Spivey, Carolyn	Hillsborough
107.	Stevens, Lettie	Duval
108.	Summey, Pauline	Dade
109.	Sweat, Nona	Duval
110.	Taylor, Janie	Duval
111.	Tripp, Maybellene	Hillsborough
112.	Tuten, Patricia	Lake
113.	Wertheim, Julianne	Hillsborough
114.	Wilcox, Selma Lois	Hillsborough
115.	Williams, Helen Elizabeth	Hamilton
116.	Williams, Joanna	Hamilton
117.	Wingard, Eula Louise	Dade
118.	Wingard, Martha Ann	Dade
119.	Wingard, Sally Gay	Dade
120.	Wise, Lois	Jackson
121.	Woolery, Judy Mae	Duval
122.	Peeples, Phyllis Willette	Palm Beach

WHITE BLIND BOYS

1.	Adams, Billy Joe	Escambia
2.	Adams, Clifford	Escambia
3.	Adams, Leon	Escambia
4.	Anderson, George Robert	Bradford
5.	Andrews, Robert Lee	Dade

WHITE BLIND BOYS—*Continued*

6.	Baggett, Lawrence	Orange
7.	Blount, Roland Howard	Hillsborough
8.	Booth, Robert Marion	Hillsborough
9.	Bowen, James Shelton	Duval
10.	Brannon, Eston	Hillsborough
11.	Carnley, James Robert	Pinellas
12.	Carter, Charles Henry	St. Johns
13.	Casteel, Arthur	Duval
14.	Chism, Bobby Eugene	Duval
15.	Clayton, Marcus	St. Johns
16.	Colvin, Oscar	Duval
17.	Corbin, Lewis Clayton	Jackson
18.	Crider, Edward	Duval
19.	Cusic, Edward	Duval
20.	Darling, Walter	Orange
21.	DeNio, Douglas	Pinellas
22.	DePagter, Robert Arnold	Hillsborough
23.	Gallattscheck, Emil Ray	Dade
24.	Glission, Chandler	St. Johns
25.	Grooms, Charles Raymond	Putnam
26.	Guthrie, James Clyde	Polk
27.	Hendricks, David	Gadsden
28.	Hess, Charles	Hillsborough
29.	Hirschmann, Gene Edward	Duval
30.	Johnson, George Henry	Palm Beach
31.	Janak, Lawrence	Dade
32.	Kaley, James	Polk
33.	Kimrey, George Henry	Duval
34.	Knowles, Willie Joe	Bay
35.	Lanier, Wayne	Polk
36.	McClain, Arnold Calvin	Duval
37.	McClellan, Earl Jackson	St. Johns
38.	McKeehan, Emory	Dade
39.	Martin, Robert Eugene	Duval
40.	Maxwell, Douglas Neal	Duval
41.	Merritt, James Bryan	Madison
42.	Mozley, George B.	Jackson
43.	Pittman, Gordon	Marion
44.	Richards, Howard Eugene	Dade
45.	Sowell, Herbert	Union
46.	Stanley, Edwin Joda	Duval
47.	Snyder, Cecil	Levy
48.	Starfas, George C.	Duval
49.	Smith, Norman	Escambia
50.	Thomas, Hubert	Duval
51.	Thornley, Rex	Hamilton
52.	Turner, William Henri	Duval
53.	Wakat, Emory	Lee
54.	Weigle, Robert	St. Johns
55.	Whitworth, Ashby	Dade
56.	Williams, Francis Lawton	Indian River

WHITE BLIND GIRLS

1.	Adams, Elizabeth	Escambia
2.	Bales, Evelyn	Dade
3.	Bishop, Elizabeth	Madison
4.	Bowman, Jewell	Manatee
5.	Brown, Barbara Virginia	Dade
6.	Carruthers, Nancy	St. Johns
7.	Clark, Petrea Eugenia	Pinellas
8.	Collins, Mary Ann	St. Johns
9.	Connell, Joyce	Putnam
10.	Cordes, Nancy	Dade
11.	Downs, Mary Jane	Highlands
12.	Duncan, Ava Lee	Polk
13.	Duncan, Jeanette	St. Johns
14.	Epps, Constance Lee	Volusia
15.	Kemp, Arlene Ruthlyn	Palm Beach
16.	Kight, Vera Elaine	Volusia
17.	Kinard, Alice June	Duval
18.	Inglett, Mary Elizabeth	Palm Beach
19.	Hall, Myrtle	Dade
20.	Landrum, Blanche	Duval
21.	McCormick, Evelyn	Lee
22.	McGoey, Vergie	Santa Rosa
23.	McNair, Janet Elaine	Sarasota
24.	Martin, Mary Ann	Duval
25.	Merryman, Arlene	Duval
26.	Mocn, Estly Lee	Lake
27.	Mullis, Henrietta	St. Johns
28.	Napier, Bertha Ellen	St. Johns
29.	Napier, Willie Lee	St. Johns
30.	Cwens, Minnie Jean	Duval
31.	Procter, Donna Mae	Putnam
32.	Rafferty, Loma Ruth	Dade
33.	Richardson, Mildred	Hamilton
34.	Smith, Barbara Ann	Hamilton
35.	Smith, Lala Lencra	Hamilton
36.	Smith, Johnnie Pearl	Calhoun
37.	Tyner, Shirley Jean	Okaloosa
38.	Underwood, Shirley	Duval
39.	Wilcox, Sarah Etta	Hillsborough
40.	Willis, Eloise	Hillsborough

COLORED DEAF BOYS

1.	Archer, Willie	Volusia
2.	Eragg, Clifford	Escambia
3.	Brown, Sherman	Jackson
4.	Bunion, Ellis	Gadsden
5.	Bunion, Fred	Gadsden
6.	Bunion, Waitess	Gadsden
7.	Byrd, Arthur	Leon
8.	Byrd, James	Duval
9.	Carter, Henry	Columbia
10.	Coe, Raymond	Leon

COLORED DEAF BOYS—Continued

11.	Danzy, Alexander	Alachua
12.	Duhart, Mitchell	Seminole
13.	Freeman, Ulysis	Seminole
14.	Gibson, James	Leon
15.	Green, Austin	Jefferson
16.	Hawkins, Charles	Duval
17.	Jackson, Sherman	Washington
18.	Robinson, Herbert	Alachua
19.	Robinson, Paul	Duval
20.	Slater, Henry	Wakulla
21.	Small, Robert Lee	Duval
22.	Thompson, Jimmy	Palm Beach
23.	Williams, Bobie	St. Johns
24.	Williams, Eddie Lee	Duval
25.	Williams, Jessie Jr.	Polk

COLORED DEAF GIRLS

1.	Alexander, Mary Alice	Polk
2.	Barker, L. D.	Bay
3.	Brewington, Florence	Duval
4.	Brown, Nora Lee	Washington
5.	Burton, Estelle	Washington
6.	Campbell, Christine	Alachua
7.	Collins, Evelyn	Polk
8.	Cooper, Lorena	Lake
9.	Douglas, Johnnie Mae	Dade
10.	Farmer, Bertha Lee	Leon
11.	Florence, Calnoisa	Marion
12.	Franklin, LuElla	Dade
13.	Griffin, Lottie Ruth	Dade
14.	Harris, Viola	Duval
15.	Hepburn, Dorothy	Dade
16.	Howard, Ernestine	Alachua
17.	Jackson, Mariah Mae	Hillsborough
18.	Jones, Thelma	Alachua
19.	McCants, Vivian	Manatee
20.	McGowan, Johnnie Mae	Lake
21.	Mathews, Marie	Palm Beach
22.	Moore, Essie Mae	Leon
23.	Moore, Lige Lee	Leon
24.	Phillips, Ethel Mae	Broward
25.	Robinson, Willie C.	Duval
26.	Ritchie, Annette	Dade
27.	Sheffield, Ernestine	Washington
28.	Storr, Bernice	Dade
29.	Thompson, Polly	Palm Beach
30.	Turner, Daisy Belle	Orange
31.	Watkins, Anita	Lake
32.	Williams, Dorothy Mae	Palm Beach
33.	Williamson, Josephine	Duval
34.	Wilson, Ruby	Calhoun
35.	Yearby, Barbara Jean	Orange

COLORED BLIND BOYS

1.	Behn, Paul Tanner	Duval
2.	Bellamy, Franklin	Madison
3.	Bethel, Charles	Palm Beach
4.	Brown, Willie	Highlands
5.	Burns, Napoleon	Taylor
6.	Critton, Willie Frank	Pinellas
7.	Dixon, Henry	Alachua
8.	Fisher, Willie	Sumter
9.	Green, Woodrow	Palm Beach
10.	Jackson, Roosevelt	Hamilton
11.	James, William	Suwannee
12.	Kendrick, James	Palm Beach
13.	Lee, Vernon	St. Lucie
14.	McDaniel, Dolphus	Madison
15.	Mathews, David	St. Johns
16.	Matthews, Otis	Palm Beach
17.	Moore, Fred Lee	Pinellas
18.	Morris, J. C.	St. Johns
19.	Nelson, Clarence	Escambia
20.	Platt, Calvin	Charlotte
21.	Rackley, McCornie	Dade
22.	Randolph, Jeremiah	Lake
23.	Reeves, Benjamin	Hillsborough
24.	Seabrooks, Albert	Jefferson
25.	Small, Lincoln	Hendry
26.	Sparks, Leroy	Seminole
27.	Swilley, Calvin	Madison
28.	Taylor, Edward Eugene	Palm Beach
29.	Walker, Joseph	Dade
30.	Weems, Robert	Marion
31.	White, Eugene	Hillsborough
32.	Williams, Arthur	Alachua
33.	Williams, Frank	Broward
34.	Williams, Fred Lee	Pinellas
35.	Young, James	Calhoun

COLORED BLIND GIRLS

1.	Bright, Adelene	Duval
2.	Cobb, Betty	Lake
3.	Dixon, Vera	Alachua
4.	Griffin, Betty Lou	Sarasota
5.	Peterson, Floris	Alachua
6.	Pettis, Evelyn	Palm Beach
7.	Randolph, Geneva	Lake
8.	Singleton, Mildred	St. Lucie
9.	Stallworth, Jacqueline	Escambia
10.	Sturup, Julia	Hillsborough
11.	Williams, Mildred	Charlotte
12.	Williams, Thelma	Osceola

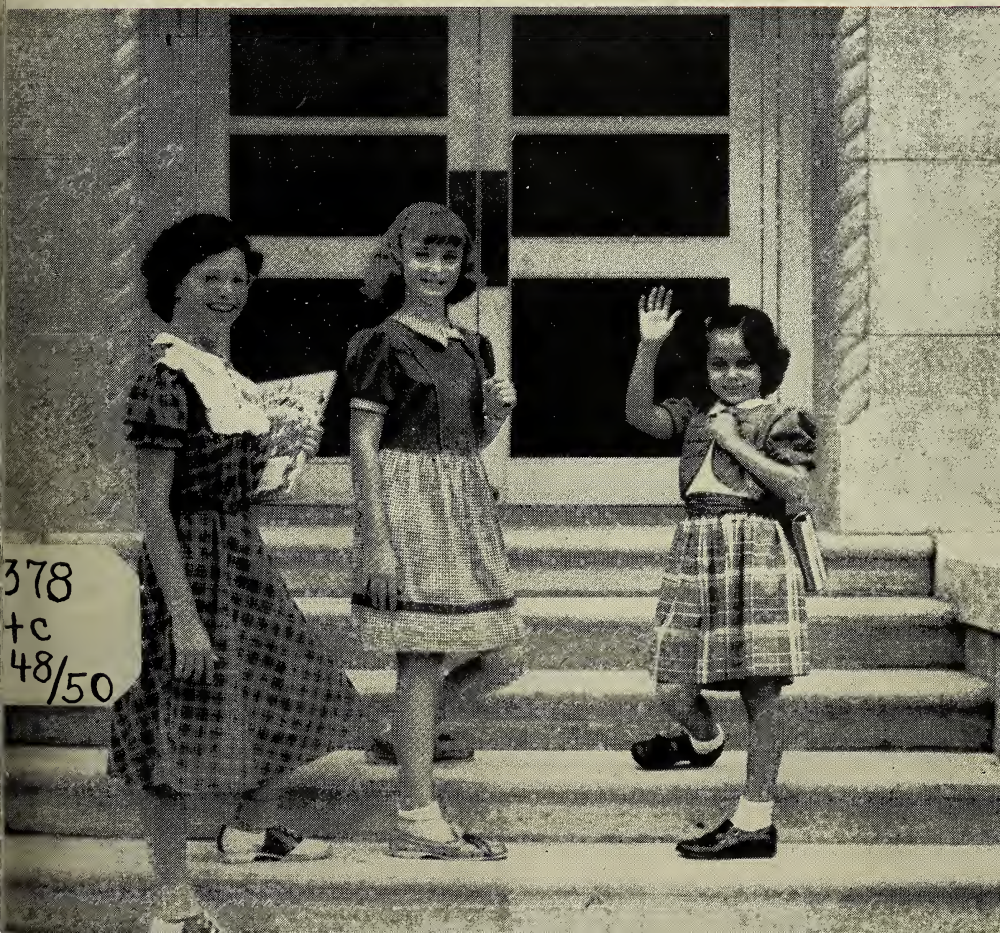
EXECUTIVE HEADS

SINCE THE FOUNDATION OF THE
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
SAINT AUGUSTINE, FLORIDA

PARK TERRELL	Superintendent.....	1885—1890
W. A. CALDWELL	Superintendent.....	1890—1893
H. N. FELKEL.....	Superintendent.....	1893—1897
FREDERICK PASCO	Superintendent.....	1897—1900
W. B. HARE.....	Superintendent.....	1900—1906
ALBERT H. WALKER.....	President.....	1906—1927
W. LAURENS WALKER, JR.....	Acting President.....	{ Nov. 22, 1927 to July 1, 1928
ALFRED L. BROWN.....	President.....	1928—1932
CLARENCE J. SETTLES.....	President	1932—

FLORIDA STATE SCHOOL FOR THE DEAF AND THE BLIND

SAINT AUGUSTINE, FLORIDA



BIENNIAL REPORT

OF THE

PRESIDENT

OF THE

FLORIDA STATE SCHOOL FOR THE
DEAF AND THE BLIND

TO THE

BOARD OF CONTROL



FOR THE BIENNium 1948—1950

F4C

1948/50



NEITHER piety, virtue, nor liberty
can long flourish in a community where
the education of youth is neglected.

—COOPER

PRINTING DEPARTMENT
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
SAINT AUGUSTINE, FLORIDA

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STATE BOARD OF CONTROL

HON. FRANK M. HARRIS, <i>Chairman</i>	St. Petersburg, Florida
HON. N. B. JORDAN	Quincy, Florida
HON. GEORGE J. WHITE, SR.	Mount Dora, Florida
HON. HOLLIS RINEHART	Miami, Florida
HON. ELI H. FINK	Jacksonville, Florida
HON. W. F. POWERS, <i>Secretary</i>	Tallahassee, Florida

STATE BOARD OF EDUCATION

HON. FULLER WARREN	<i>Governor</i>
HON. R. A. GRAY	<i>Secretary of State</i>
HON. J. EDWIN LARSON	<i>State Treasurer</i>
HON. RICHARD W. ERVIN, JR.	<i>Attorney-General</i>
HON. THOMAS D. BAILEY	<i>Superintendent of Public Instruction</i>

FACULTY AND OFFICERS

SESSION 1949-1950

EXECUTIVE DEPARTMENT

CLARENCE J. SETTLES, PH.D.	<i>President</i>
J. W. KNIGHT	<i>Business Manager</i>
JOHN E. WALLACE	<i>Bookkeeper</i>
MISS EUGENIA HUBBARD	<i>Bookkeeper</i>
MRS. MARGARET H. DAVIS	<i>Secretary to the President</i>

EDUCATIONAL DEPARTMENT

DEPARTMENT FOR THE DEAF

Miss Bessie Pugh, M.A., *Supervising Teacher*

Miss Imogene Allen, M.A., *Primary Supervising Teacher*

Mrs. Margaret Beem, B.S.	Mrs. Edna Kerr, B.A.
Mrs. Martha Bird, B.A.	Mrs. Jane King
Paul C. Bird	Mrs. Laura Mays, B.S.
Miss Ethel Bruce	Mrs. Lola Nash, B.S.
Edward C. Carney, B.A.	Miss Christine Olson, B.A.
Miss Eunice Dissinger, B.S.	Mrs. Dorothy Park
Miss Joycemae Elliott	Miss Margaret Parris, B.S.
Miss Lucille Elliott, B.S.	Mrs. Eleanor Reidelberger, M.A.
Mrs. Vela Evans	H. J. Reidelberger, B.S.
Mrs. Elizabeth Grady, B.A.	Mrs. Lois Stockdale, B.A.
W. H. Grow, B.A.	Mrs. Mildred Varner, B.S.
Mrs. Nelda Hibbs, B.S.	Miss Frances Vermillion
Miss E. Pinckney Hill, M.A.	Mrs. Walker Williams
Mrs. Leonora Hopkins	Miss Lalla Wilson, B.A.
Byron E. Hunziker, B.S.	Miss Dorothy Wright, B.S.

Mrs. Ethelyn A. Harris, *Clerk*

DEPARTMENT FOR THE BLIND

Fred V. Mayhue, M.A., *Head Teacher*

Joe Albrecht, B.A.	Mrs. Doris Hoagland, B.A.
Mrs. Pauline Bennett	Miss May Stelle, B.Ed.
Jean St. Croix, M.A.	Mrs. Jeneva Tobin, M.A.
Mrs. Sarah Davenport	

MUSIC DEPARTMENT

Miss Daisy Belle Wilson	Mrs. Inez W. Koger, B.M.
-------------------------	--------------------------

DOMESTIC DEPARTMENT

Mrs. Ruth Hawe.....	<i>Matron-Dietitian</i>
Mrs. Hazele O. Evans.....	<i>Dining Room Supervisor</i>
Eugene Hogle, B.A.....	<i>Superintendent of Maintenance</i>
Hadley M. Harris.....	<i>Engineer</i>
Peter Thomasen.....	<i>Assistant Engineer</i>
P. B. Davis.....	<i>Night Watchman</i>
Mrs. Sarah Lopez.....	<i>Night Watchwoman</i>
Mrs. Annie Lou Mitchem.....	<i>Laundry Supervisor</i>

SUPERVISORS—McLANE HALL

Mrs. Florence Jung.....	<i>Senior Deaf Girls</i>
Mrs. D. M. Pearce.....	<i>Junior Deaf Girls</i>
Mrs. Berdie L. Driscoll.....	<i>Blind Girls</i>

SUPERVISORS—RHYNE HALL

Carl J. Holland.....	<i>Senior Deaf Boys</i>
Mr. and Mrs. Jack Smith.....	<i>Junior Deaf Boys</i>
T. M. Gibbs.....	<i>Senior Blind Boys</i>
Mrs. Alice Falaney.....	<i>Junior Blind Boys</i>

SUPERVISORS—BLOXHAM COTTAGE

Mrs. Carolyn McMurray (Housemother).....	<i>Primary Deaf Girls</i>
Mrs. H. L. Vining.....	<i>Primary Deaf Boys</i>

SUPERVISORS—WARTMANN COTTAGE

Mrs. Mary Moeller (Housemother).....	<i>Primary Deaf Girls</i>
Mrs. Alberta Grimes.....	<i>Primary Deaf Boys</i>

SUPERVISORS—NEW PRIMARY BUILDING

Mrs. Patsy C. Bennett, Matron and Relief Supervisor	
Mrs. C. P. Pedersen.....	<i>Primary Deaf Girls</i>
Mrs. Anna Peters.....	<i>Primary Deaf Boys</i>

MEDICAL DEPARTMENT

A. C. Walkup, M.D.....	<i>Attending Physician</i>
R. V. Williams, D.D.S.....	<i>Dentist</i>
C. C. Grace, M.D.....	<i>Ophthalmologist and oto-laryngologist</i>
Mrs. Laura Urquhart.....	<i>Head Nurse</i>
Mrs. Lola Gore.....	<i>Assistant Nurse</i>

DEPARTMENT OF PRE-VOCATIONAL TRAINING

INSTRUCTORS—DEAF DEPARTMENT

Edmund F. Bumann, B.S.	Carpentry
J. V. Caruso	Barbering
Mrs. Hazele O. Evans	Cooking
William H. Grow, B.A.	Art
Mrs. Ethelyn A. Harris	Typing
J. B. Hidle	Shoe Repairing
Eugene Hogle, B.A.	General Shop Work
Mrs. Lily Hogle (Assistant)	Sewing
Mrs. Florence Jung	Sewing
A. W. Pope	Printing and Linotyping
Mrs. Agnes Solano	Beauty Culture

INSTRUCTORS—BLIND DEPARTMENT

T. M. Gibbs	Boys' Workshop
Mrs. Doris Hoagland, B.A.	Handwork
Mrs. Jeneva Tobin, M.A.	Typing

PHYSICAL EDUCATION TRAINING

DIRECTORS—ATHLETIC AND MILITARY

Edward C. Carney, B.A.	Deaf Boys
Paul C. Bird (Assistant)	Deaf Boys
H. J. Reidelberger, B.S. (Assistant)	Deaf Boys
Byron E. Hunziker, B.S. (Assistant)	Deaf Boys
Carl J. Holland (Military)	Deaf Boys
Mrs. Martha Bird, B.A.	Deaf Girls
Jean St. Croix, M.A.	Blind Boys

DEPARTMENT FOR THE COLORED

Teachers of the Deaf:

Virginia James
Inez Knowles
Cary White
Altheria Paxton

Teachers of the Blind:

John A. Latson, B.S.
Matthew McCoy
Anita Holmes
Otis Knowles

Elizabeth M. Latson, Matron

Clara M. Wright, A.A.	Supervisor, Deaf Girls
Minnie Paschal	Supervisor, Blind Girls
Cary White	Supervisor, Boys



New Laundry Building—Completed July, 1949

PRESIDENT'S BIENNIAL REPORT

ST. AUGUSTINE, FLORIDA, October 1, 1950

*To the Chairman and the Members of the Board of Control,
State of Florida:*

GENTLEMEN:

Again it becomes my responsibility and duty to present to you the biennial report of the Florida School for the Deaf and the Blind for the biennium beginning July 1, 1948, and ending June 30, 1950.

This report will give you a general idea of the work covered by the different departments of the school the past two years. It will also contain suggestions and recommendations for improvements.

The Florida School for the Deaf and the Blind is a state institution for the education of all children who are too deaf or too blind to be properly educated in the public schools. In simple words, it is a public school for the blind, the partially seeing, the deaf and the hard of hearing. All children too deaf or too blind to be educated in the public schools are eligible for admission. Board, room, tuition and medical attention for temporary illness are furnished by the state. Parents or guardians must furnish clothing and deposit a small amount of money for incidental expenses such as haircuts, spending change and any other incidental expenses. After a child has once been admitted to the school, the state takes care of the transportation expenses to and from school.



The course of study is so arranged that a child entering school at six years of age will be provided with a good academic education and pre-vocational training which will prepare him to go out into the world and secure a position or take further vocational training. The Florida School for the Deaf and the Blind really consists of three schools: (1) School for the Deaf; (2) School for the Blind, and (3) a separate school for the Colored Deaf and Blind Children of the state. The age of admission is six years.

The School has a cooperative agreement with the Florida Council for the Blind and the State Department of Vocational Rehabilitation by which counselors from each of these state agencies come to the school and confer with each pupil who will either graduate or leave the school within two years. Aptitude tests are given and through these frequent visits and consultations representatives of the above agencies are in a good position to make proper placement of graduates and ex-students.

Great strides have been made the past two years in the matter of developing proper outlooks and attitudes in the student population. It is felt that great progress has been made along these lines. The American public school is the very cornerstone of American Democracy. From the earliest colonial days to the present, the citizenry of our country have had an abiding faith in the power of public education to promote the general welfare of the nation. Universal and free public education has always been considered essential to a national democracy, and to the attainment of its political, social and economic goals considered fundamental to such a form of government. It is not at all strange then, that each crisis and forward surge in our national living has shown a resurgent



interest in a parallel development of education throughout the nation. We found that true following World War II and it is even true today. It is evidenced by the increased appropriation for additional facilities by all the states and local governments which is reflected in terms of the amount of tax money that has been allocated to education. Schools for exceptional children have been more adequately supported and there has been a nation-wide building program in all states to provide for the education of the exceptional child. Each year of the biennium the Florida School has had an increased attendance.

The combined method of instruction is followed in the School for the Deaf. This method includes all methods and makes provisions to educate any type of deaf child who may apply. Every approved method of instruction and practically every approved type of equipment which is of value in the education of the deaf child is used. Each child is given an opportunity to learn to talk and to read the lips.

In the Department for the Blind the system of instruction is revised Braille. Courses of study in each department are in the process of revision and include recent trends and new ideas in the education of the exceptional child.

As in the past, a great deal of attention has been given to the slow-learning child. This particular group of children has had additional instruction by classroom teachers. These teachers return to the school in the afternoons and give extra time in order that this group of children may be properly educated.

A most inclusive testing program has been put into operation. In order to find out the exact standing of each pupil and to find out the practical ability and weakness of each child, this testing program has



been a great aid in helping to make proper classification of the child and to arrange an educational program best suited to individual needs.

More time has been given the past two years to the expansion of our visual aids program. A great many films of an educational and recreational nature have been shown. Great effort has been made to increase interest in the reading of books by showing interesting films.

Additional educational equipment has been provided. A new movie sound projector was purchased for the Primary Department. The younger children have gotten a great deal of information from frequent showing of films. Visual Aid Libraries are being built up in the different departments of the school.

New emphasis has been placed on audiometric training and a large amount of new equipment has been ordered. Each child is given an audiometric test and all with sufficient residual hearing have received auditory training. This training has been a great help to the child in learning speech and acquiring language. Several group hearing-aids were bought during the biennium.

The teacher situation still remains very critical. It has been very difficult and almost impossible to secure teachers with training to instruct the deaf child. The teacher situation is not getting any better. As stated in my last biennial report, enough properly trained and competent personnel are practically unavailable.

Practically all of our graduates have been placed and are doing well. Several are attending institutions of higher learning and making good records. Most of our graduates and former students have employment, are doing well and filling a useful place in society.

The school population continues to grow. The 1949-1950 school year saw the largest average attendance in the history of the school. While the school has just completed a building program, it is today badly crowded and must have more land for expansion purposes and more buildings.

As previously stated, the very foundation of democratic form of government must be a sound system of public education. The free common school system is perhaps after all the greatest single power in the unifying process upon which the American democracy is being perpetuated.

ENROLLMENT

In 1949-1950 there were enrolled 464 pupils. Of this number 332 were in the Department for the Deaf, of whom 150 were girls and 182 were boys. There were in the Department for the Blind 132 pupils, of whom 46 were girls and 86 were boys.

Five hundred and eighteen pupils were enrolled during the last two-year period which is the largest biennial enrollment since the school was established.

CLASSIFICATION OF PUPILS

WHITE

Deaf	301
Blind	99

COLORED

Deaf	70
Blind	48

ATTENDANCE BY COUNTIES—1948-1950 Biennium

Alachua	17	Highlands	2
Baker	2	Hillsborough	48
Bay	7	Holmes	4
Bradford	1	Indian River	4
Brevard	1	Jackson	12
Broward	9	Jefferson	2
Calhoun	4	Lafayette	1
Charlotte	2	Lake	15
Clay	2	Lee	3
Columbia	4	Leon	10
Dade	47	Madison	5
DeSoto	4	Manatee	1
Duval	82	Marion	13
Escambia	14	Martin	2
Franklin	1	Monroe	3
Gadsden	9	Nassau	3
Gilchrist	1	Okaloosa	3
Glades	2	Orange	10
Hamilton	7	Osceola	1
Hardee	2	Palm Beach	22
Hernando	1	Pasco	3

Pinellas	8	Sumter	2
Polk	30	Suwannee	5
Putnam	8	Taylor	2
St. Johns	35	Union	5
St. Lucie	2	Volusia	14
Santa Rosa	2	Wakulla	2
Sarasota	5	Walton	3
Seminole	6	Washington	3

CAUSES OF DEAFNESS—1948-1950 Biennium

Abscess	1	Mumps	1
Accident	10	Nerves	7
Birth Injury	7	Otitis Media	18
Colds	2	Pneumonia	6
Complication of		Prenatal	2
Childhood Diseases	2	Premature Birth	1
Congenital	120	Quinine	7
Cream Rash	1	Rising in Head	2
Fall	8	Rickets	1
Fever	4	Scarlet Fever	3
Heredity	6	Sickness	2
Infantile Paralysis	3	Syphilis	2
Infection	8	Tonsil-Adenoid	
Influenza	3	Infection	4
Injury to Inner Ear	1	Typhoid Fever	2
Malaria	2	Undeveloped Nerve	4
Mastoid	1	Unknown	86
Measles	17	Whooping Cough	5
Meningitis	21	Yellow Jaundice	1

CAUSES OF BLINDNESS—1948-1950 Biennium

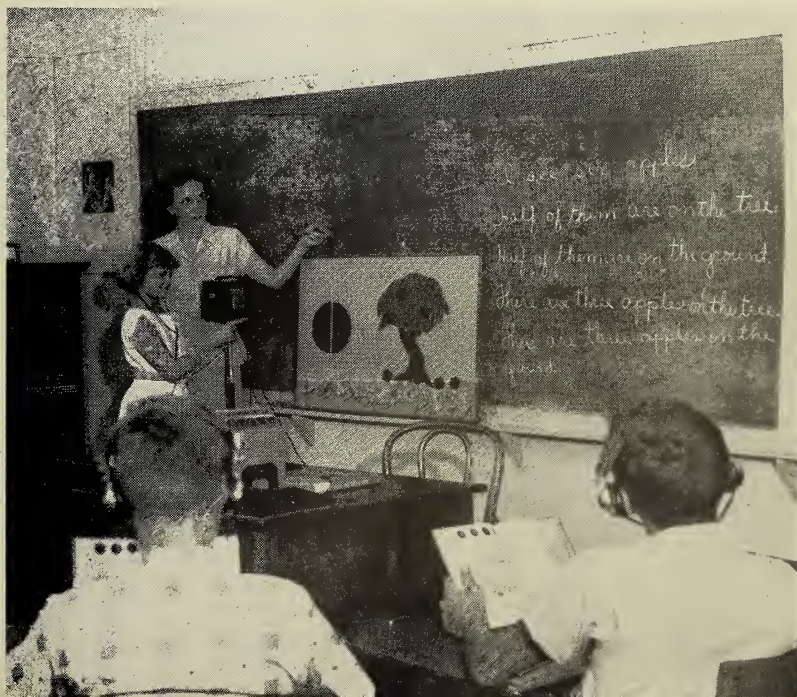
Accident	15	Infection	1
Birth Injury	1	Kidney Poisoning	1
Brain Tumor	4	Lack of Pigment	4
Breaking down of		Malnutrition	1
Optical Nerve	2	Measles	3
Buphthalmos	1	Meningitis	1
Cataracts	15	Microphthalmus	2
Congenital	38	Optic Atrophy	1
Corneal Staphyloma	1	Penetrating Injury	1
Encephalitis	1	Premature Birth	2
Glaucoma	7	Sore Eyes	4
Gonorrhea	2	Syphilis	10
Heredity	1	Ulcers of the Eyes	1
Improper Care		Undeveloped Nerve	1
at Birth	2	Unknown	24

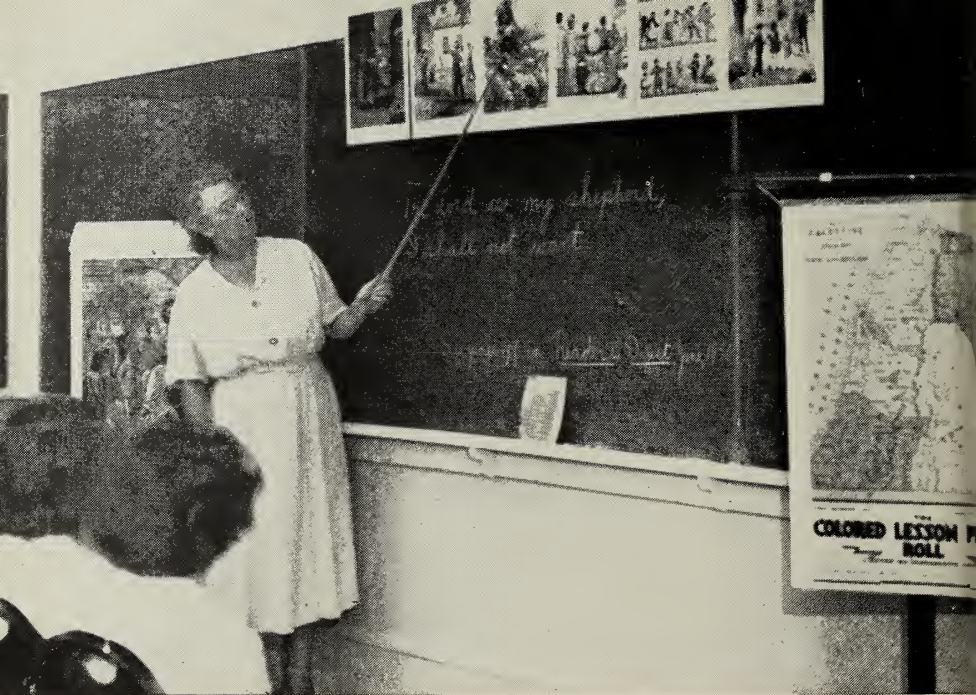
DEPARTMENT FOR THE DEAF

Instruction

The attainment of an English vocabulary is one of the most difficult tasks that confronts a deaf child. The deaf child, upon reaching six years of age, possesses no English at all, not knowing the most simple words, nor his own name. A normal child six years of age has a large vocabulary and a fairly good command of English. They are familiar with question forms and are in a position to start out doing first grade work in the public schools. The matter of teaching a deaf child English, the tool which presents the field of knowledge to a person, is a very difficult one. It requires teachers specially trained in methods of instructing deaf children. Every word of English which makes up a child's vocabulary must be carefully illustrated and taught. After the child has been in school about three years, they then begin to read for themselves and, of course, the acquisition of English is much more rapid. The use of

Using the feltboard as a visual aid in beginning work in fractions





Non-denominational religious instruction is provided for all children

written forms of English is stressed in all classroom work. Speech, speech reading and writing are extensively used in classroom instruction. Additional group hearing-aids are being purchased and made available for children having sufficient residual hearing to receive auditory training. Auditory training is made possible for all children who have enough hearing to be taught by this method. Plans were made during the last year of the biennium to teach arts, crafts, sewing and woodwork to the older children of the Primary Department. The teachers in this department are preparing a vocational program course of study which will probably be ready for the print shop this coming school year. The vocabulary and simple language involved in teaching these different classes has been taught to the children. This teaching of vocational English is continued in the intermediate and advanced grades.

Every child in the school is given pre-vocational training and a great deal of effort is spent in trying to find out the vocation for which a boy or girl seems best fitted and in which they are most likely to succeed.

REPORT OF THE SUPERVISING TEACHER

Intermediate and Advanced Departments

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

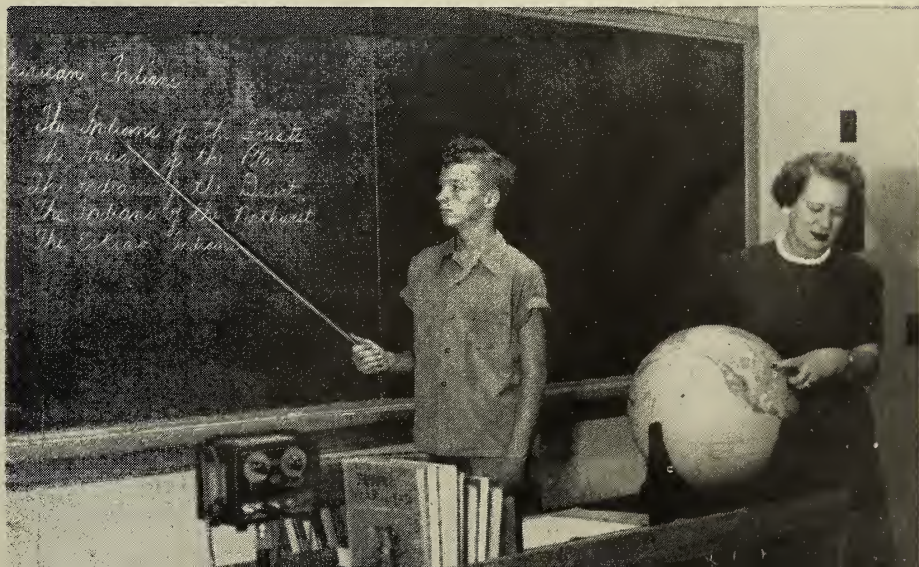
In compliance with your request, I am submitting the following report on the program of work and progress of the classes in the intermediate and advanced department for the deaf for the 1948-1950 biennium.

a. **ENROLLMENT.** The enrollment for 1948-1949 totaled one hundred fifty-five pupils, including eighty-nine boys and sixty-six girls. The total enrollment for 1949-1950 was one hundred thirty-six pupils, eighty-one boys and fifty-five girls.

At the beginning of the current year only six pupils were doing work above the fifth grade public school level; ten were doing fifth grade work; eighteen were doing fourth grade work; thirty-three were doing third grade work; fifty-five were doing second grade work; and three were doing first grade work.

b. **FACULTY.** The faculty for 1949-1950 consisted of fifteen full-time academic teachers, a librarian, and one physical education teacher who devoted part time to academic work. As the result

*Students prefer the factual material in social studies to
imaginative or fictitious reading*



of the critical teacher shortage, only five members of the staff were trained oral teachers of the deaf.

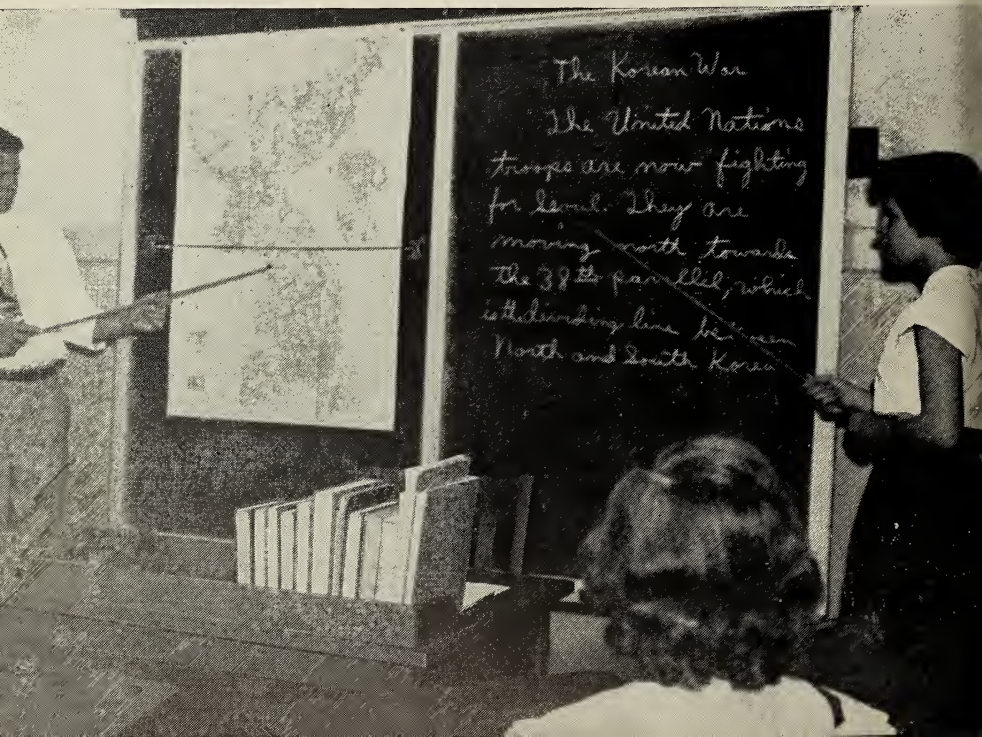
c. CURRICULUM. The school is in need of a new course of study. However, the preparation of an adequate course of study should represent the cooperative work of a better trained and more experienced staff of teachers than we have at present. With this objective in mind, much time was spent this year on an in-service training program as a preliminary step to the development of a course of study.

d. IN-SERVICE TRAINING. To assist the untrained and partially trained teachers with their work, a course in *Teaching Language to the Deaf* and one in *Teaching Speech to the Deaf* were offered on the campus in 1949-1950. Four teachers enrolled in each course. Unfortunately, those most in need of special training failed to take advantage of this opportunity.

To assist those who failed to enroll in the courses offered, hundreds of pages of dittoed material explaining methods of teaching the various subject to the deaf as well as specific exercises for drills and tests were given to each teacher.

e. TESTING. An extensive testing program was carried on this year in an endeavor to ascertain the exact status of each

Every class has instruction in Current Events as part of their training in social science



pupil, to discover the particular strength and weaknesses of every child, and to aid in providing the sort of educational program best suited to individual needs.

Our testing program included the following tests:

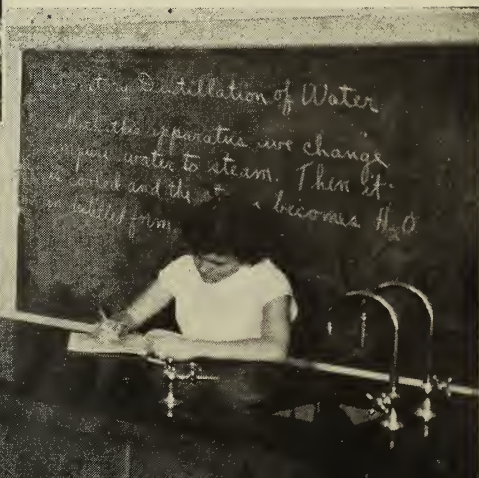
1. Woodworth and Wells Directions Test, Forms A and B.
2. Metropolitan Achievement Test, Advanced Form R.
3. Stanford Achievement Tests.
4. Schoolfield Diagnostic Speech Tests.
5. The Clarke School Language Usage Tests, Forms A, B, and C.
6. The Mississippi Reading Tests.
7. Army General Classification Test — Revised Civilian Edition, Form A H.
8. Otis Quick-Scoring Mental Ability Tests, Beta Test; Form A.
9. Revised Minnesota Paper Form Board Test.

The last three tests were administered to our older pupils by the vocational rehabilitation counselor as part of the guidance program, and the results corroborated the recommendations of the school and the counselor in every case.

The Woodworth and Wells Directions Tests were given because deaf children are usually weak in following oral and written directions. Our aim, therefore, was to find out



Distil-
lation
of
Water



the extent of the weaknesses of our children in this respect and to improve their ability to carry out instructions.

The Stanford Achievement Tests, which are administered annually to this entire department, showed an average gain of .70 of a grade for 1949-1950, or more than double the gain for 1948-1949, which was .34 of a grade. Nine children made two years' gain or over and nineteen other children made a grade's gain or more. (The national average for deaf children is .60 of a grade.)

The Metropolitan Achievement Test, which was administered to the two upper classes as a check upon the Stanford Achievement Test, showed approximately the same results.

The Clarke School Language Usage Tests are based on the type of errors most frequently made by deaf children. Therefore, they provide a much truer picture of language ability in the deaf child than the Language Usage Test in the Stanford Achievement Tests. We sent the results of these tests back to the Clarke School to be used in setting up national norms in language usage for deaf children.

The Mississippi Reading Tests were also administered as part of a cooperative endeavor to establish national reading norms for deaf children.

The Schoolfield Diagnostic Speech Test, which furnishes a basis for corrective speech, shows that the speech throughout the school needs improvement.

f. **VISUAL EDUCATION.** Twenty-three educational films and seventeen recreational films were shown last year as a part of the visual education program. This year forty-four educational and twenty-four recreational films were shown. The recreational films for 1949-1950 were chosen from films based on well-known books which we have in our library, in an effort to encourage reading among the students. At the close of school a test was given on these films and a five-dollar prize awarded to the student who made the highest score.

Two sets of educational slides and two strip films were also purchased this year to add to our permanent film library.

g. **EQUIPMENT.** During the 1949-1950 school year two new hearing-aids were purchased, bringing the total number in this department up to seven. Two of these, however, are quite old and should be replaced next year. There is indication that the residual hearing in the school could be better utilized by a more intensive auricular training program.

h. **RECOMMENDATIONS.** Although the national teacher shortage during the past few years has necessitated employing untrained and partially trained teachers in schools for the deaf as well as in



Students are given practice in conducting meetings, speaking before a large audience, and debating in their Walker Literary Society

public schools, there are several serious results that inevitably follow this practice.

1. The best classes in a school are given to the untrained teachers on the grounds that they are less well equipped to handle more difficult classes and will do the least harm to children having the best language and speech. This means that those teachers who have spent the most time and money qualifying for special education are given the slow-learning children and the behavior problems. When this goes on year after year, the better teachers feel that an injustice is being done them. Consequently, they either leave the work or go to another school, thereby leaving more openings for untrained teachers. In this way, the standards of a school are gradually broken down by this infiltration of poorly qualified teachers.

2. Untrained or partially trained teachers cannot successfully promote speech or language development in



Girls look forward to being admitted to the typing class

deaf children—the two subjects most essential to the future welfare of deaf children—so the quality of speech and original language among the best pupils deteriorates even though results on the achievement tests fail to show up the weaknesses in these two most important aspects of our work.

3. When untrained teachers remain on the staff year after year without making any attempt to become qualified for positions they hold, it indicates a lack of interest on their part in the welfare of deaf children. Furthermore, the children recognize the limitations of such teachers, get discouraged, and frequently become behavior problems.

4. When trained teachers are required to bear the full burden of teaching speech not only to their own classes but also to the classes taught by teachers not qualified as speech teachers, the results are far from satisfactory for various reasons. First, one forty-minute period a day is not adequate for teaching functional speech to the deaf. Second, speech should be correlated with each content subject—not taught in isolation. Third, the children lose interest in speech work when they are required to use it only forty minutes a day. Fourth, unless speech is practiced enough to become functional, the time spent on it is wasted.

Therefore, I recommend that it be mandatory for all teachers who are not fully trained teachers of the deaf to attend summer school each summer until they have acquired at least thirty hours in special education.

In closing I wish to say that the fine, cooperative spirit among the teachers and pupils this year has made working with them a great pleasure. The teachers have handled all discipline cases well and have greatly improved the attitudes and behavior of the pupils.

I should also like to express my thanks to you for so generously providing us with the supplies and equipment that have played a large part in making this a very successful year. Your kindness and helpfulness in every respect has been greatly appreciated.

Respectfully submitted,

BESSIE PUGH,
*Supervising Teacher,
Department for the Deaf.*

REPORT OF THE SUPERVISING TEACHER

Primary Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In accordance with your request, I submit the following report of the work done in the Primary Department for the Deaf.

ENROLLMENT. The enrollment has continued to increase; in 1948-1949 there were 102 pupils in this department and in 1949-1950, 130. One reason for the increase this past year was because the primary course of study was extended through the second grade and no classes were sent to Walker Hall in September, 1949.

THE VISUAL AID LIBRARY. A new movie-sound projector was purchased in February, 1950, making movies younger children can enjoy, available to them in our auditorium once every two weeks. While this is principally for pleasure, the children gain a great deal of information from them. Some films are used to correlate with projects or material that is being studied in the classroom.

A filmstrip projector was purchased at the same time making it possible to see filmstrips based on work being studied in the various subjects.

We have collected and mounted approximately 3,000 pictures and prepared units to correlate with the projects or material being studied. These are being indexed and filed in the visual aid room, making them available to the whole department.

Two primer type typewriters were purchased in the early fall and they have been invaluable in preparing material for classroom instruction.

THE READING PROGRAM. The Alice and Jerry Readers were selected for our basic readers including the recommended parallel and supplementary books using the same vocabulary. The basic readers are used for class instruction. Vocabulary cards and language units have been made by the teachers, based on the material in these books. This material has been placed in the visual aid room making it available to all classes. The filmstrips based on these lessons have been used. The children read the parallel and supplementary readers individually at their own rate of speed, thus giving them additional vocabulary drill, informational material and pleasure. Checks are made by the teacher for this reading.

An interest in reading is fostered by an up-to-date library



THE LIBRARY. Miss Bruce, the librarian, has made the library a delightful place to go to read for pleasure and seek information. It is a cheerful room, with the books displayed in such a way they attract the attention of the child. Children take out books as in a regular library, and learn the care that should be given them. They use the library as a source of information for school work and in planning parties in the dormitory.

THE HEARING-AID PROGRAM. Every child in our department was given an audiometric test in the fall. Most of the children have some residual hearing which can be used to help learn speech and language and all of these should receive auditory training. We now have eight group hearing-aids in use, leaving five classes with none. Some of these teachers have returned in the afternoons or evenings to give their pupils an opportunity to use the hearing-aids.

We have asked several different hearing-aid companies to cooperate with us in supplying loan individual hearing-aids. Children, whose parents wish to buy an aid, and children who can benefit most from the use of one, wear them in school under teacher supervision. Special work in auditory training and in the care of an instrument is given. After a child has had trial experience with the various hearing aids, the parents are told how much help can be expected from the use of one. If an aid is to be purchased, the child is permitted to make his own selection, with the help of the teacher. While there is no means of measuring the results obtained from this program, it has been very encouraging to both teachers and pupils. We are looking forward to having the cooperation of additional hearing-aid companies next year.

THE TESTING PROGRAM. We have continued giving the *Nebraska Test of Learning Aptitude for Young Deaf Children* by Dr. Marshall S. Hiskey to all of our children under ten years of age. We are careful not to "label" the child but rather to consider the test as a measurement of certain aptitudes which along with a number of other observations, help us to understand the individual more completely.

The Gates Primary Reading Tests were given to all the children who have been in school two years or more. The primary battery of the Stanford Achievement Test was administered to all of the children who have been in school four years or longer. We recorded the results of these tests on the children's permanent record cards and noted the progress made this year.

AFTERNOON CLASSES. This past year the afternoon classes have included rhythm, rhythm band and physical education for all of the children. Arts and crafts, sewing, and woodworking have been taught the older children. The teachers of all of these classes have outlined a program of work in preparation of a course of



Language is taught in connection with vocational and pre-vocational work

study. Special tutoring is also given in the afternoon to those children who are behind in their academic classes.

All of the girls in the New Primary Building have had classes in sewing this past year. They have been taught the vocabulary and simple language involved in the sewing lessons. They had an exhibit showing the work done in these classes and the advanced sewing class gave a style show in our auditorium. Mrs. Pedersen, the teacher of our advanced sewing class, is also their housemother. She has encouraged leisure hour sewing and taught the girls to mend their own clothes.

The younger boys in the New Primary Building take arts and crafts. All of the older boys go to the Industrial Building for classes in woodworking. These pupils also learn the vocabulary and simple language for the work they are doing. This includes reading and carrying out simple directions for the work to be done.

We hope to have classes in handwork for the children in Bloxham and Wartmann Cottages next year.

AUDITORIUM PROGRAMS. Each class has been responsible for at least one auditorium program during the year. The children have enjoyed taking part in these programs and seeing those given. Performing before an audience has helped the children to gain self confidence and poise.

RELIGIOUS TRAINING. This past year all of the children in Wartmann Cottage have gathered in the rhythm room and those in the New Primary Building have met in the auditorium for fifteen minutes of the Sunday School hour to recite the children's hymns learned in rhythm and to repeat their prayers. The remaining time is spent in classrooms studying the prepared lessons. We are now collecting pictures and new materials in preparation for re-organizing our Sunday School program next year.

HOME LIFE. The cooperation between the academic department and the dormitories has been splendid. The children have been encouraged to use their speech and lipreading at all times.

The matron, Mrs. Bennett, had a blackboard put in the dining room of the New Primary Building on which the menu is written for each meal. The children take great delight in learning dining room language such as "soft boiled eggs, fried eggs, or scrambled eggs." In the early fall two auditorium programs were given showing good table manners. In the classrooms the children were taught how to ask for things at the table. They take great pride in their table manners, their ability to ask for food, and conversation at the table. We hope to do more of this work with the younger children next year.

The dining rooms in Wartmann and Bloxham Cottages have been redecorated. The walls of the dining room in Wartmann

A class in Arts and Crafts was started this year



Cottage are attractively painted with nursery rhymes while the ones in Bloxham are of children's activities. The low tables and chairs are red and there are beautiful drapes at the windows.

The older boys and girls in the New Primary Building have been allowed to have parties during the year. Their housemothers, Mrs. Peters and Mrs. Pedersen, have taught them a few children's card games and the simple language needed to play them. These "get togethers" have been greatly enjoyed and we hope to have them more often next year, including the younger children.

We are striving to have an entirely oral department, all co-operating to give each child the best education possible, to teach natural language and encourage the use of it at all times, in school, in the dormitory, and at play.

In closing, I want to express my appreciation to you for the cooperation and support you have given me at all times.

Respectfully submitted,

IMOGENE ALLEN,
*Supervising Teacher,
Primary Department for the Deaf.*

THE LIBRARY

The school has one of the finest library buildings in the United States. One of the most important assets in teaching English to the deaf child is a good library containing a large number of books within the reading range of the students. The new library is divided into two sections; one for the Department for the Deaf and one for the Department for the Blind. In charge is a trained librarian, one who has had experience and an authority on library science.

After a student has acquired sufficient English, he should have an opportunity for wide reading. In no other way can a deaf child increase his range of English so rapidly.

The library for the deaf contains practically 7,000 volumes which cover practically the whole field of literature. There are a large number of reading books, up-to-date encyclopedias and the faculty and students have access to current magazines and daily newspapers. The librarian has given a great deal of time in the selection of books in order that the range of literature will be within the proper English level of our student body in order that they receive

the maximum benefit from reading. The best fiction, poems, social studies, nature studies, biographies, myths and fairy books are found on the library shelves. A bookshelf containing books relative to the teaching of exceptional children is provided for staff members. Daily papers are provided for the reading rooms in the library and dormitories. Each classroom has on hand a large number of books for supplementary reading. Circulation of books in the library was over 6,000 the past school year. The average number of teachers and pupils using the library per day was seventy-five. Over five hundred books were added during the school year.

The furnishing of the library in the new primary building has been completed. A large number of books within the English range of the primary students have been purchased and the children get a great deal of pleasure from their reading as well as information.

The Braille library in the Department for the Blind contains approximately 6,000 volumes of books covering the whole field of literature. Gradually books are being added in large type for the partially seeing child. The students of the Department for the Blind also receive a great deal of information through the talking books. The *Reader's Digest* in Braille and a large number of books including those of a religious nature, representing different denominations, are received regularly in this library.

Report of the Librarian

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In accordance with your request, I submit the following report covering the circulation of library books for the school years 1948-1950.

The books in the library for the deaf have been classified according to the Dewey Decimal System as sufficient space is available in the new library building.

Circulation was over six thousand during the school year. This does not include magazines, reference books or pamphlets, but does include print books used by the children and teachers in

the Department for the Blind. The average number of pupils and teachers using the library per day was seventy-five.

Some of the recommendations that have been started are:

1. Cataloging the library according to the Dewey Decimal System using the title, author and subject cards.
2. Filing cabinets have been purchased to protect pictures and pamphlets.
3. A picture file has been established and classified according to subject.
4. A film strip library has been established with projector, screen and film strips, that may be checked out of the library in the same manner as books and pictures.
5. Three hundred and forty-five new books have been purchased, and one hundred and six books have been received as a gift. A number of books in the old library have been discarded due to either being too badly damaged for use or they were not suitable for a school library.

In closing, I would like to express my appreciation to you for the cooperation and support which you have given me at all times.

Respectfully submitted,

LOLA S. NASH, *Librarian.*

CHORIC INSTRUCTION AND RHYTHMIC TRAINING

The task of developing intelligent and understandable speech in a deaf child is a tremendous job. Because of the fact that the deaf child cannot hear, speech must necessarily be artificial. The specially trained and highly qualified teacher must use many different types of instructional techniques in order to develop as nearly as possible perfect speech. It has been found that choric instruction and rhythmic training are a great aid in developing accent, fluency and rhythm. A great deal of choric and rhythmic training is carried on. The children enjoy this phase of their training and they are frequently assembled in the auditorium where they are taught to recite in unison songs, rhymes and selective readings from the Scripture. This rhythmic and choric training is started in the primary grades at Wartmann and Bloxham Cottages and in the new primary department. This training aids very much in the matter of



*Teachers seek to discover and develop residual hearing
as soon as possible*

developing smooth and natural speech and it also gives poise and grace. Of course, this work is carried on largely through vibration. The students, by placing their hands on the piano or any other instrument that has much vibration, learn to tell the difference between high and low vibrations and strong and weak chords. This special type of training helps regulate pitch and aids the student to obtain proper modulation of voice and proper pitch, inflection, accent and fluency.

The Primary Department has developed a splendid toy orchestra. The children love this phase of the work. The orchestra is much in demand for public entertainments and always has an important place in our public entertainments and commencement exercises.

AUDITORY TRAINING

During the biennium a large number of partially hearing children entered school. In cases where these children have approximately thirty-three and one-third per cent hearing or slightly more, they may be educated through the ear. The school has purchased a number of group hearing-aids and also has made arrangements for those children who would profit by using individual hearing-aids to obtain them.

This type of child, some of whom have had perfect hearing, possess a great deal of original speech and original language. By the use of the hearing aid, it is possible to correct their speech and much easier to teach new language forms. This kind of child requires a type of instruction almost entirely different from that of the typical deaf child. Audiograms are made for all children who have sufficient hearing to receive auditory training and teachers are able to see the statistical hearing loss of each child and note what progress they have made.

PRE-VOCATIONAL TRAINING

Guidance and Counseling Services

The school has developed a program of guidance to furnish each child needed help in trying to plan some vocational training which will provide him with a livelihood. Due to the fact that the student body is made up of pupils between the ages of six and twenty-one, the vocational training must necessarily be pre-vocational.

The school is very fortunate in having a counselor from the State Department of Vocational Training who comes to the school at least two times a month to confer and counsel with all pupils who will either graduate or leave school within two years. Fortunately, the present counselor is a trained educator of the deaf and is experienced in vocational guidance. In addition to frequent con-

Outstanding work is done by students in the art department



ferences and consultations, he runs standard tests which reveal quite clearly the attitude and aptitude of each pupil and then in conference with the faculty, a proper vocation is selected and one for which a student seems best qualified.

A certain number of pupils receive instruction in general shop work under the direction of the superintendent of maintenance. When the boys advance from the Primary Department they are usually assigned to this department for some time until an opportunity has been afforded to study their aptitudes for certain vocational training. The school provides instruction in printing, Linotype operating, gardening, floriculture, calsmine, painting, wood-work, general carpentry, general shop, shoe repairing, barbering, general repair work and elementary plumbing. The experience gained in the general shop enables the boys to have some knowledge of repair, maintenance and new construction work. We find this department very helpful to us in finding out certain trades for which the boys seem to have the most ability.

The development of vocational language also has an important part in the program of training. A number of our boys have studied barbering, baking and auto mechanics in downtown shops.

The girls of the school receive instruction in dress-making, weaving, typing, Home Economics, plain and fancy sewing, homemaking, beauty culture, photography and craft work.

Considerable equipment was purchased for all departments during the school year. The school has a splendid art department and every child with ability along this line has a opportunity for study. Many of the pupils show outstanding ability in this department. As in all public schools, a certain number of children are unable to make much advancement in the academic department. The daily program is so arranged that this group of children have more time in the vocational department. Graduates and former students with proper academic and vocational training are holding good positions and for the most part

are gainfully employed. The placement services offered through the cooperation of the State Department of Vocational Training and the Florida Council for the Blind have been very helpful in giving our graduates and former pupils further training and placement

Report of the Printing Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In keeping with your request, I submit herein a brief report:

The new Linotype and other machinery installed recently not only are giving us satisfactory results, but the boys whose abilities are good are taking deep interest in learning the new trades now used universally in many modern shops.

Of course, the boys have different grades of abilities; some are ambitious, thoughtful and careful in learning any kind of lesson or work.

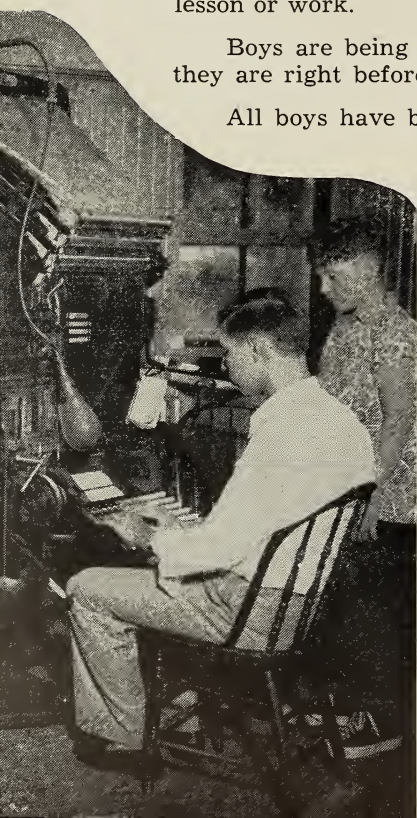
Boys are being taught to see, to think and to be sure they are right before going ahead.

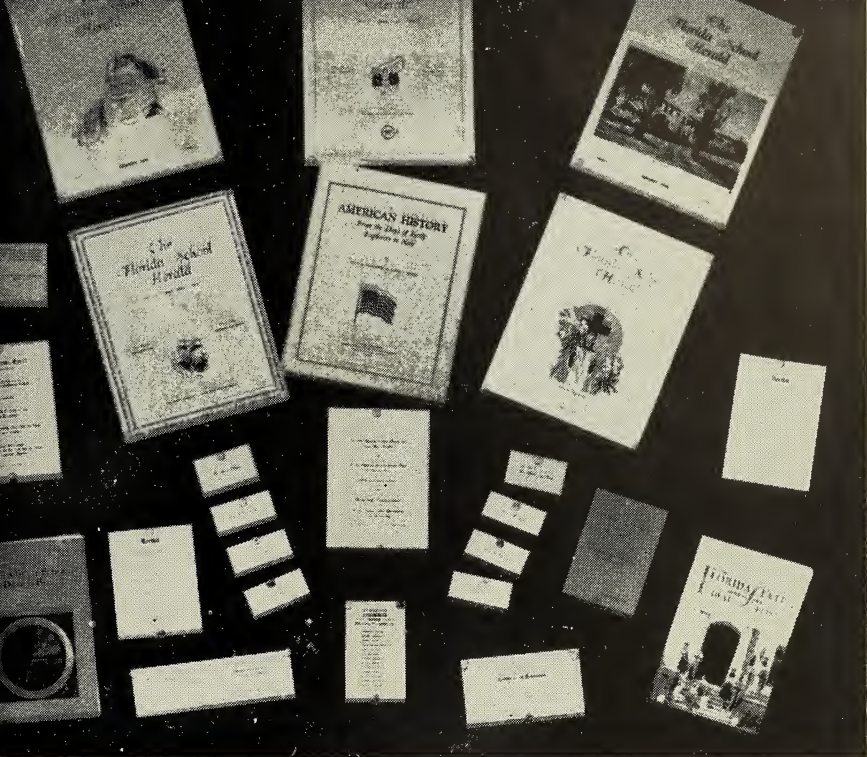
All boys have been encouraged to learn several kinds of work in different departments—such as linotyping, make-up, press-work, gathering, numbering, hand type setting, paper cutting, paper drilling or punching, etc. Some of them are making a good showing.

As an inducement or encouragement, we should have some selections of comic pictures, ornaments, etc., to be used with type matter for Christmas cards, parties, invitations, business cards and blotters in one or more colors.

Students who are taking lessons in the printing department are: Clyde Cassady, Donald Crownover, Kendall Moore, Jack Lesch, Wayne

*Linotype—latest model—younger
studying the movements of
the fingers*





Some specimens accomplished by the students

Determining sizes of type, forms, pages and papers



Land, Gene Kurtz, George Lee, Keith Sandager, Jahnz Ulmer, John Gomez, Edward Smith, Ronnie St. Amant, Herbert Alford, John Wynn and Huey Bland. They are making good showing according to their school advancement, abilities, ambition, thoughtfulness, etc.

We managed to turn out unusually big orders for the school the past year, and the orders for the coming years will be much larger.

Respectfully submitted,

A. W. POPE, *Instructor in Printing.*

Report of Shoe Repairing Department

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

During the past two years the students of the Shoe Repairing and Leather Craft Department completed over four thousand shoe repair jobs of all different types. They also made more than two hundred leather craft articles.

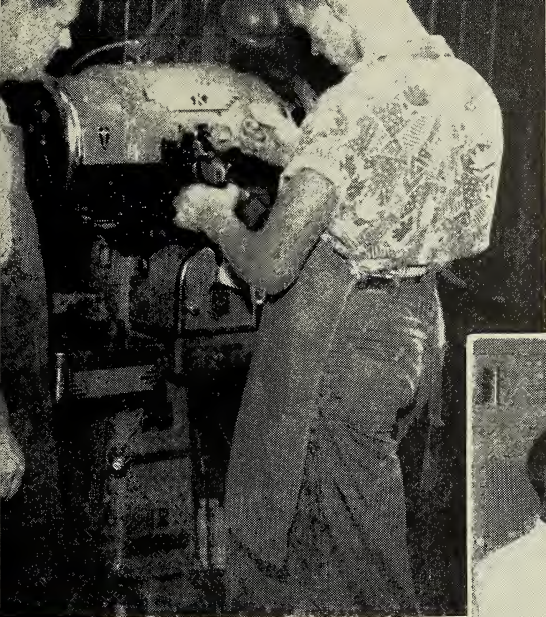
Last year, instructions in shoe repairing and leather craft in all its branches were given to twelve boys and this year to thirteen boys. This represents approximately twelve thousand student hours of instruction during the past two years, with all students showing satisfactory progress. During this time, all students were given instructions in the operation and care of all machinery.

We have recently inaugurated a course in repair and upkeep of machinery, leather cutting, stock checking and ordering, and job planning for the older students which we feel will be of great benefit to the students after getting jobs, and more especially the ones who plan to start shops of their own.

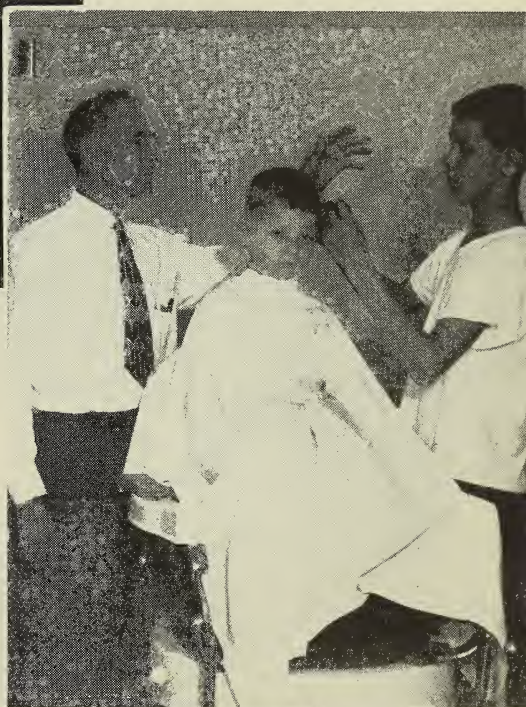
On the whole, we feel we have made very satisfactory progress during the past biennium.

Respectfully yours,

J. B. HIDLE,
Instructor in Shoe Repairing.



*Beginner on a shoe
sewing machine*



*Instructing a
beginner in barbering*



*Beginners on a sanding
machine*

Report of Home Economics Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

This is the report of the cooking classes for 1949-1950. Our copy books have as an introduction a list of wisdom by Ruskin.



"Cooking means the knowledge of all herbs and balms and spices and all that is healing and sweet in the fields and groves, and savory meats.

"It means carefulness and inventiveness and willingness and readiness of all appliances.

"It means the economy of your grandmothers, the science of modern chemistry. It means much tasting and testing and no wasting. It means English thoroughness, French art, and Arabian hospitality and in fine, it means that you are to be perfectly and always ladies; Loaf givers."—Ruskin.

All girls are given instruction in cooking as part of the home-making program

Our first project was learning about the equipment and utensils, the names of vessels in daily use.

Then, the students studied the chart of "The Basic Seven Foods." They drew the circle and wrote in the spokes the different foods that make up nutritional values of food. The Basic Seven Foods is a very interesting and necessary lesson.

Then, the new electric stove came and next we were writing and studying recipes and methods of combining foods.

They copied the recipes from the board and then prepared the cooking for the day.

Next they studied about proteins, calories, vitamins, the part that calcium plays in our every-day diet and phosphorus.

We studied the origin of green vegetables, where they were first found and where they finally came to grow as their natural habitat. This we studied from the National Geographic Magazine with colored pictures of the vegetables.

REPORT OF RECIPES TAUGHT IN THE SCHOOL YEAR

1. BEVERAGES
 - Milk
 - Tea (hot and iced)
 - Coffee
 - Cocoa and Chocolate Milk
2. BREADS
 - a. Biscuits
 - (1) Buttermilk
 - (2) Cottage
 - (3) Cheese
 - b. Ginger Bread
 - c. Corn Bread
 - d. Griddle Cakes
3. MUFFINS
 - a. Sweet Tea
 - b. Chocolate
 - c. Corn
 - d. Blueberry
4. CAKES
 - a. Butter
 - b. Orange
 - c. Chocolate
 - d. Gold
 - e. Upside Down, Peach
 - f. Hot Milk
 - g. Ready-Mix Yellow
5. COOKIES
 - a. Two-Way Date Oatmeal
 - b. Brown Sugar
 - c. Honey Drop
 - d. Chocolate
 - e. Old Fashioned Sugar
6. CANDY
 - a. Dip Chocolates
 - b. Chocolate Fudge
 - c. Peanut Butter Fudge
 - d. Molasses Taffy
7. SANDWICHES
 - a. Homemade Cottage Cheese
 - b. Grilled Cheese
8. PUDDINGS and DESSERTS
 - a. Crumb Pudding
 - b. Rice Pudding
 - c. Apple Brown Betty
 - d. Baked Custard
 - e. Boiled Custard
9. EGGS
 - a. Scrambled
 - b. Fried
 - c. Poached
10. TOAST
 - a. Cinnamon
 - b. French
 - c. Melba
 - d. Milk
 - e. Plain Buttered
11. PASTRIES
 - a. Pie Crust
 - b. Pies
 - (1) Apple
 - (2) Peach
 - (3) Lemon
 - (4) Custard
 - (5) Prepared Lemon Filling
 - (6) Fried Apple Butter
12. MEATS
 - a. Meat Loaf
 - b. Hamburgers
 - c. Salmon Croquettes
 - d. Turkey or Chicken Soup
 - e. Beef Stew with vegetables
13. VEGETABLES
 - a. Potatoes
 - (1) Creamed
 - (2) French Fried
 - b. Buttered Tomatoes
 - c. Macaroni and Cheese
14. SALADS
 - a. Lettuce with dressing
 - b. Cole Slaw
 - c. Tomato

15. SALAD DRESSINGS

- a. Sour Cream
- b. Mayonnaise
- c. French Dressing

16. COOKED FRUITS

- a. Apples
 - (1) Fried
 - (2) Baked
- b. Apple Sauce

Respectfully submitted,

HAZELE O. EVANS,
Instructor in Cooking.

Report of Sewing Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

During the two years of teaching the younger deaf girls in sewing, I have found that individual instruction accomplishes the best results. They have all learned, except in three cases, the same stitches but on different articles of clothing. The result has been that they have tried to emulate each other while at the same time they received ideas as to how to use the knowledge in more than one way.

Each girl made articles such as aprons, pajamas and slippers for the hospital, and dresser scarfs for the school. For their own use in the dormitory they made laundry bags and slippers.

At the same time mattress covers, pillows, curtains and tablecloths were sewn.

As they progressed, they brought their own materials and made dresses, skirts, shorts and other articles for themselves. Their own clothing was mended and outgrown dresses were made into skirts and playclothes.

Out of parachute nylon we made six slips, nine blouses, two pajama pillows and sachets.

Other articles made were: needle books; pot holders; dish towels; bibs; sun suits; quilt blocks; pillow covers; toys; embroidered towels; pajamas; crocheted needle books; woven pot holders; crocheted rug; clothespin aprons and children's dresses.

I believe the girls have received a good foundation in sewing and with practice they can make use of the knowledge in their homes, as well as being able to do for themselves.

A good percentage are ready to enter the advanced sewing class.

Respectfully submitted,

FLORENCE JUNG,
Instructor in Sewing.

Report of Sewing Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

I have been connected with this school for the past forty-five years; as a student, then as a supervisor and teacher; and the last twenty-five years as an instructor in sewing. In all those years I have seen this school grow from three two-story wooden buildings heated by wood-burning stoves until now we have one of the best schools in the country with beautiful grounds and brick and stucco Spanish-style, steam-heated buildings. I have seen many changes made, the greatest being made in the last two years, both physically and academically. I have watched the enrollment grow from about eighty pupils to over four hundred and fifty today.

One of the things I learned in all those years is that every girl, regardless of who she is, should learn how to sew. I, myself, learned how to sew, design and make dresses right here in this school, under Miss Willie McLane, who, I must say, was a very, very good instructor. She was also my supervisor and a real good one at that. I was her assistant supervisor for two years and her assistant sewing instructor about fifteen years.

As I said before, and I will say it again, every deaf girl should be taught to sew. As you know, sewing teaches helpless hands a useful art, puts color tints of joy into dull drab lives and gives the humblest home a new vision of happiness.

In my work I do not try to see how much work our girls can turn out; far from it. First, I try to teach my girls how to use a needle, the scissors and a thimble; and then how to make the essen-

*Before girls
leave school,
they have
learned to
make their
own clothes*



tial or foundation stitches and seams. Then, I try to teach them to discern the correctness of every stitch, to measure distance, and to keep a precise or even line. After learning the principles of essential stitches and acquiring sufficient skill and confidence they are allowed to cut and make dresses, coats and other apparel.

Good workmanship and neatness are impressed on the beginners at all times. I have a few "slow" girls and to them I give more time as I strongly believe they are more entitled to it. In sewing, every deaf girl is given more individual attention and lots of patience than is given to a normal child. Many times I have been discouraged. I have been told that when you are discouraged, thinking that you haven't helped your student, the truth is that you really have done something for her.

The school has grown so fast that it will soon be necessary to enlarge my sewing room, which is about eighteen by eighteen feet. In this room I have eight sewing machines, three three-by-eight-foot tables, two sewing cabinets and thirty chairs. Picture this in your mind with about fifteen girls to teach at the same time. I have thirty-three students in my various classes now.

Below is a list of a few articles made during the last nine months. I am very proud of my girls for the work they have done despite the fact that a few of them have been "very trying" at times.

4 Play suits	1 Clothespin apron
3 Baby dresses	4 Pairs pajamas
12 Maid aprons	1 Child's sun dress
2 Sun-back dresses	2 Costumes (Mexican skirts)
8 Navy vests for volleyball	1 Slack
12 Pot holders	6 Bags
10 Dresses	3 Nylon skirts
6 Skirts	1 Pair pillow cases and 1 sheet (embroidered)
3 Work aprons	1 Pair of knitted bed slippers
1 Child's skirt	1 Boy's shirt and pants
8 Shorts	1 Nylon slip
3 Shop aprons	2 Shoe cases
5 Flared skirts	1 Girl's bra, shorts and jackets
3 Children's dresses	6 Bed slippers
4 Fancy aprons	1 Porch pillow
3 White blouses	2 Baby smocked dresses
40 Costumes (Christmas Carol Play)	1 Crocheted rug
25 Old costumes were altered	1 Rayon blouse
12 Bureau scarfs	5 Costumes (Commencement)
1 Child's slip	

Respectfully submitted,

LILY HOGLE,
Assistant Instructor,
Sewing Department.



*Beauty Culture is not only a suitable vocation for deaf girls,
but also an aid to everyday grooming*

Report of Instructor in Cosmetology

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

Cosmetology is a definite part of our healthful living program. It not only includes an opportunity for the students to become more interested in their personal appearance, but it also is a basic training for a career.

This work includes permanent waving, hair cutting and shaping, hair styling, shampoos and finger waving, facials, make-up, also manicures, hand and arm massage.

The cooperation, eagerness and enthusiasm with which these girls meet each assignment is highly commendable. Many of them will be able to increase their earning capacities by mastering these fundamental principles of Beauty Culture.

Respectfully submitted,

AGNES SOLANO,
Instructor in Cosmetology.

Report of Maintenance Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In submitting this report I want to comment first on the great physical changes, or rather the expansion of this school, in the

last two years. This is in keeping with the growth of our state. The purchase of more ground, five new buildings, new classrooms and the library addition to Walker Hall, a new refrigeration plant and equipment, new storeroom addition, a new central heating plant with an underground steam distribution system to all buildings, a new underground electric distribution system, entirely new sanitary and storm sewerage system, all have put this school on the map as one of the best and most-talked-about schools of its kind in this country, both physically and academically. Practically all the old buildings have been painted in modern colors, so to speak, both interior and exterior—the interior being painted in more cheerful colors—especially the bedrooms and schoolrooms. All this plus new schoolroom equipment coupled with a staff of better teachers is being reflected by our students in better schoolroom work, better behavior, and higher respect for the value of a good education. Even the school farm has put on a new face—with all the buildings in good repair and the fields well fenced.

Very obviously with all the above improvements the old maintenance shop, inadequate and housed in only one room 12 x 17 feet with no equipment to speak of, was wisely transferred to the new service building which has ample storage space and new modern woodworking machines. Now with the present equipment the shop is adequate to handle all necessary repairs incidental to a school of this kind. Knowing that one of the most important fundamentals of a sound maintenance program is to have on hand at all times a sufficient quantity of spare parts to take care of replacements of worn or damaged parts, a storeroom next to the office of the superintendent of maintenance was set aside for this purpose. Naturally those parts most frequently needed are stocked in larger quantities than the less frequently needed parts. To insure steady operation of the whole school program with the least possible interruption to classroom work, this department is constantly and consistently giving its attention to both major and minor repairs. Whenever possible all repair work is done the same day it occurs. Also, to achieve maximum efficiency in preventing unnecessary service interruption and proper operation of equipment, periodic inspections are made.

Knowing full well that guesswork is costly, especially in a big place like this school, this department has started keeping inventory of the different equipment under its care. Index cards are now being utilized as a convenient means of keeping a permanent record of repairs and replacements, plus records of quantity of paint necessary to take care of each building, both interior and exterior, and also the number of fluorescent tubes and light bulbs in each building.

The maintenance department has eight full-time men for its crew, including the following: one superintendent of maintenance,

one engineer, one fireman, one plumber, one carpenter, one painter, and two laborers. The engineer has been delegated full authority to take charge of the new heating plant. He has one relief man, the fireman, and at various times, calls upon the plumber to take over when he is obliged to be absent, as for instance when he is asked to service the steam generator at the school farm. Also, he looks after the entire school refrigeration facilities.

The school is fast reaching the point where it will be necessary to have an electrician, one who not only knows how to do electric work, but also how to do radio work and keep the school's hearing-aids in condition—there are now twenty-two sets of hearing-aids in all.

Fourteen students are enrolled in the maintenance department. These boys average about two hours a day doing carpentry work, plumbing, concrete work, painting, steam pipe fitting and any other work they may be called upon to do. This is done primarily to help the boys find what line of work they like best. Once a boy knows what line of work he wants to follow, he is transferred to that shop to learn his trade.

It is most imperative that your attention be called to the electric wiring in Walker Hall, which is most inadequate and much overloaded. As you know this building was erected some thirty-eight years ago when electric appliances were practically unknown. With new electric appliances, radios and hearing-aids installed, the whole system is greatly overloaded and the sooner the whole building is rewired the better it will be for all concerned. Four fires due to overloaded wires have occurred in the last four years. I also recommend that the Industrial Building, the old Service Building and the old Colored Building be rewired in the near future. In fact these three mentioned buildings need to be entirely rejuvenated on the inside.

The wooden floors of the two porches on the first floor of Walker Hall are fast deteriorating and must be replaced soon. It would be much cheaper in the long run to replace them with concrete floors. A tile floor laid on top would be desirable.

The roof on the old part of the Colored Building needs to be refelted and the tiles should be relaid. With these exceptions, the roofs on all the buildings are in good shape.

In behalf of this department I wish to express my deepest appreciation for the splendid cooperation and loyal support I have received from all.

Respectfully submitted,

EUGENE HOGLE,

Superintendent of Maintenance Department



DEPARTMENT FOR THE BLIND

Instruction

The Florida School for the Deaf and the Blind was established to educate all children who are too deaf or too blind to be properly educated in the public schools. Its field then, is to educate the deaf, the blind, the severely deafened and visually handicapped. The education of these different groups of visually handicapped children require entirely different procedures and techniques. The problem of training a deaf child has already been explained in detail. Their education requires a teacher with all the preparation necessary for teaching a normal child and in addition at least one year's training in the specialized field of educating the deaf.

Revised Braille is used in the Department for the Blind. This is a Universal system and is used in schools not only in the United States, but around the world. The child without sight can learn to read Braille within six or eight weeks. After that, the progress of a sightless child is as rapid as that of a normal child in our regular public school system. As a matter of fact, the course of study in the Department for the Blind corresponds very closely to that in the public school system of the state. It is not possible to obtain all texts that are used in the public schools in Braille; therefore, some of the texts used must necessarily differ from those used in public schools; however, when a student graduates from our Department for the Blind he has received an education equivalent to that provided in the best high schools of our state. Graduates of this department are admitted to institutions of higher learning on the certificate plan without examinations.

The partially seeing child, who has a very high degree of sight, has presented quite a problem in all schools for the blind. Recently sight-saving classes have been established in some of the public schools of the state and the partially seeing children who live in the vicinity of these schools attend them. The Board of Trustees of the American Printing House for the Blind at Louisville, Kentucky, has made arrangements to manufacture sight-saving books and ma-

terials on a very large scale. Very soon now the school will be able to have parallel textbooks in Braille and in sight-saving. Then, these partially seeing children should make more rapid progress than they have in the past.

The Department for the Blind has a very efficient Department of Music. The pre-vocational training given in this department includes pre-vocational training in several vocations.

REPORT OF THE HEAD TEACHER

Department for the Blind

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida-

DEAR DR. SETTLES:

Herewith is submitted the report of the Department for the Blind for the 1948-1950 biennium.

The enrollment figures for the school year of 1948-1949 are as follows:

Grade	Boys	Girls	Total
1	7	2	9
2	4	0	4
3	3	6	9
4	4	4	8
5	6	5	11
6	3	2	5
7	4	2	6
8	2	2	4
9	3	5	8
10	5	2	7
11	2	1	3
12	3	1	4
Specials	4	1	5
Totals	50	33	83
Opening enrollment	44	30	74
Added during year	6	3	9
Dropped during year	3	2	5

Reasons for dropping:

- 1 for reasons of discipline
- 2 for reasons of health
- 2 quit school of their own accord

The attendance for the year was 95.08 per cent. Three pupils, one girl and two boys, were graduated from high school.

Similar figures for the school year of 1949-1950 show the following:

Grade	Boys	Girls	Total
1	3	3	6
2	4	2	6
3	6	0	6
4	4	6	10
5	5	4	9
6	5	4	9
7	3	4	7
8	4	3	7
9	3	4	7
10	4	4	8
11	4	1	5
12	3	1	4
Specials	5	1	6
Totals	53	37	90
Opening enrollment	50	34	84
Added during year	3	3	6
Dropped during year	1	6	7

Reasons for dropping:

- 1 sickness in the family
- 3 quit school of their own accord
- 1 parents left the state
- 1 for reasons of health
- 1 to attend the Adult Training Center

In the above tables the word "specials" denotes pupils who are not classified in any one grade, and who are receiving special work and attention so that they may soon be fitted into a regular grade or class. Usually these are pupils who entered this school for the first time at an advanced age and must, first of all, learn to read Braille with some degree of proficiency. A few of the "specials" are those who, for one reason or another, will never completely fit into one grade or class. It is our policy to retain such pupils for as long as we feel they are receiving enough benefit to justify their retention, or until they become overage. One full-time teacher is employed to teach special classes for such pupils, and for other pupils who may need coaching or special work in certain subjects.

Our teacher turn-over for the biennium has been small. We began the biennium with one new teacher and with one returned from leave of absence; during the biennium one teacher resigned to further her education and one took a sick-leave of absence. We are starting the new biennium with our teaching staff intact.

We are constantly revising our course of study and adopting new textbooks in an effort to bring our curriculum closer to the adopted course of study for the public schools of the state. During the past biennium we adopted new texts for eighth grade History; Spelling in all the grades; English for the third, fourth and fifth grades; Reading for the first six grades; Mathematics for the ninth



Combined Braille and Sight Saving Class

grade; Hygiene for the seventh grade; and Florida History for the seventh grade. For the latter text we were forced to obtain a special printing of Braille texts from the American Printing House for the Blind, since no suitable text was available in Braille.

As has been mentioned in previous biennial reports, for years one of our biggest problems has been that of the partially-sighted child; the child whose visual handicap precludes his attending public school, but who has too much vision to fit into a curriculum designed for blind children. In the past our solution of this problem that has not, and cannot be, entirely satisfactory, has been to furnish such pupils with ink-print copies of the Braille texts and

to see that they are used with the least possible amount of eye-strain on the part of the pupil. We were forced to use this make-shift solution because, until recently, we were unable to obtain our texts in both Braille and Large Print Type, and we did not have the equipment and the trained teachers to set up a separate "sight-saving" department. But now we have on order from the Amerjean Printing House for the Blind both Braille and sight-saving editions of texts for a complete new course of study through the first eight grades. We hope to be able to start the new biennium with this new course of study, and during the biennium to extend it through high school.

This double-text course of study is going to present a new problem to the teachers, especially the primary teacher, since she will be really conducting two classes simultaneously, one in learning Braille methods, and one in learning ink-print methods. It is to be hoped that by the time the pupils reach the third grade the two classes will be integrated into one and will be able to move along together.

New equipment added during the biennium includes:

1. Four new typewriters, two standard and two with Gothic type. This is a large heavy type that more or less corresponds to the large sight-saving type in the new large-type books, and is intended primarily for the use of partially-sighted pupils.
2. Three new Braille writers. There is no regular instruction in the use of these machines, since the cost of equipping each pupil with one would be prohibitive; but if a pupil indicates an interest in a writer he taught to use one.
3. Two portable radios for classroom use in special broadcasts of public interest.
4. One microgroove attachment for use with our large transcription player. This is especially useful for classroom work in playing transcribed dramatizations of historical events.
5. Four sight-saving dictionaries for use by partially-sighted pupils. These are school dictionaries printed in large clear type.
6. A new playroom, equipped with tables, benches, toys and various amusements for the primary room.
7. New texts and various Braille appliances for the cooking classes.
8. Various brailled games for use at the regularly scheduled parties for the pupils.
9. Three new talking book machines and approximately seven hundred talking book records were added to the talking book

library. We are gradually expanding this library because we have found that many pupils who are not inclined toward extra-curricular reading of Braille library books will do a certain amount of reading if talking book machines and records are made available.

In our testing program we use the Stanford Achievement Tests, in both Braille and ink-print. The greatest difficulty in such testing lies in the fact that several of our pupils are those who, because of partial vision, can read neither Braille nor ordinary ink-print proficiently. Consequently, they are handicapped because of the time-limit element in the testing, and therefore the results of the testing program are open to doubt. The analysis of the last test shows an average two-year gain of 1.95 years.

In my estimation the greatest weaknesses of the Blind Department are in Spelling, Reading in the upper grades and physical posture of the pupils throughout the entire department.

Braille, because of its very nature, is not conducive to good spelling. To facilitate printing and writing, and to conserve time and work, advanced Braille uses symbols or contractions to represent combinations of letters or whole words. Such contractions are a great aid to speed of reading and writing Braille, but play havoc with the spelling habits of Braille users. And the fact that advanced Braille is being extended down as far as the second grade is going to further complicate the problem.

Poor Braille reading in the upper grades is due to the fact that we now have going through those grades a group of pupils who were not trained in the reading of advanced Braille, and who had to learn it for themselves when the newer texts began coming out in advanced Braille. A reading class was instituted at the eighth grade level, but the results are not apparent as yet in the upper grades. It is hoped that the reading ability will rise as a new group of pupils comes into the upper grades, especially from the lower grades where the new course of study will start advanced Braille at about the second or third grade.

Poor physical posture is apparent throughout the entire department, especially among the girls. Since we have no full-time physical education instructors it has been necessary to assign physical education classes to regular classroom teachers. We need a trained teacher for such work, and a definite physical education program to follow. This would release the classroom teachers for additional work with such pupils as need special help or coaching in their academic work.

I recommend for your consideration the following:

1. Closer cooperation between the Medical Department and the classroom teachers on the matter of preservation of what sight



Braille Library

the partially-sighted pupils now have. At times it has been rather difficult to obtain accurate information as to the level of each pupil's sight, the probability of his sight increasing or diminishing, and what activities or postures might affect his sight.

2. The possibility of working out a plan by which our pupils might take the last year of school work in the local public high school. Because of the very nature of our school the pupils are more or less segregated from the sighted world, yet they will live in a sighted world when they leave this school. I feel that the transition from a "blind" world to a sighted world might be less abrupt if our pupils could take the twelfth grade in a public school.

Respectfully submitted,

FRED V. MAYHUE, *Head Teacher,*
Department for the Blind.

BRaille LIBRARY

More information and knowledge than we perhaps realize is received aurally. The blind child having hearing does not present the difficult problem of being taught as that presented by the deaf child. After a student in the Department for the Blind becomes entirely familiar with Braille

and can read rapidly, he can for himself, through extensive reading, obtain a large amount of knowledge and general information.

The completion of the new library has provided space for many new volumes and a large number of new books covering the different fields of literature have been ordered. At the present time the library contains approximately 6,000 volumes which include all phases of literature and material and magazines of current happenings. Many different religious denominations furnish magazines in Braille. A large number of books are provided for each classroom for supplementary reading. As a rule, students in the Department for the Blind are great readers and through reading procure a splendid command of English. The Congressional Library in Washington and Braille libraries located in different parts of our country have on their shelves a large supply of Braille books covering almost every subject in which a blind person may be interested. These books are loaned free of charge. While the federal government has been quite generous in appropriating money for the manufacture of books and technical apparatus for the education of the blind by the American Printing House for the Blind, there is great need for an increased appropriation. The annual appropriation of \$125,000.00 at the present time should be doubled.

The talking book continues to be a great help for the blind and has continued to be improved as time goes on. No other invention has been more helpful in educating the blind child and bringing information and pleasure to the adult blind. A great number of new devices for aid to the blind came out as a result of research in World War II. Many of these were demonstrated at the Convention of the American Instructors of the Blind held at the Overbrook School for the Blind, Overbrook, Philadelphia, Pennsylvania, June 26-30, 1950. At their present stage of development, however, most of them are not practical.

DEPARTMENT OF MUSIC

One of the outstanding departments in the School for the Blind is the splendidly equipped Department of Music. There are two instructors in this department: a director of music who also instructs in piano, voice and choral work; and an instructor in violin, string instruments and orchestra. The school has a splendid orchestra and a junior and senior chorus. The Rhythmic Four, a quartet of older blind boys, has been much in demand for public entertainments.

Every child possessing any aptitude for music is given an opportunity to receive instruction. All children have an opportunity to take part in group singing. Children who indicate some special ability are given instrumental and vocal instruction. Some of the children have very fine voices. Children in each of these fields receive many invi-

The Rhythmic Four dance orchestra



tations to appear before civic and church groups and other organizations. Radios and pianos are provided for each dormitory.

DEPARTMENT OF PRE-VOCATIONAL TRAINING

The industrial workshop, in which the students are taught how to make brooms, mops, mattresses, door mats and how to do upholstering and chair caning work, is outstanding and considered among the best in the South. Articles produced in this department find a ready market at the other institutions of the state. Students are taught to be efficient and to make outstanding articles and the fact that the students know that these products are sold even before they are made proves a strong incentive for them to work hard, be efficient and turn out well made products.

The girls in this department receive training in Home Economics, homemaking, rug weaving, crocheting, basketery and dressmaking.

Report of the Workshop for the Blind

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

The general consensus of opinion among a great many employers is that a blind individual's success in his job is dependent largely upon the degree to which his technical skills are augmented by his daily social adjustments. In fact, a great many blind people are unable to succeed in the professions, and cannot hold industrial jobs, not because of their inability to do the work, but rather because of some silly mannerism, unconventional way of dress or lack of personality. Any deviation from the generally accepted style of dress, eccentric, unnatural behavior or unusual social performance, is more conspicuous if one is blind and will cast an unfavorable light upon the most highly developed technical skill or profession.

In our school here in St. Augustine we have a first class setup of modern machinery in our shop, and a well diversified program of industrial training, which we believe is vitally essential in the training and development of blind children. We are sure that the following figures, which represent the material accomplishments in our shop for the past two years will be revealing and interesting.

During the past biennium we have manufactured 10 ceiling brooms, 42 hat brooms, 76 hearth brooms, 316 toy brooms, 584 whisk brooms and 9,614 cottage, house and warehouse brooms. In addition to these products, we have made 12 horse hair janitor brushes, 14 counter brushes, 115 toilet mops and 6,124 scrubbing mops. We have also recaned 276 chairs, woven 14 cocoa fiber door-mats and have reupholstered 2 divans and 6 occasional chairs.

Vocational adjustment, that is, job success, depends largely upon the individual's self-reliance, integrity, neatness, honesty, intelligence, aptitude and personality and when armed with these qualifications and a lot of get up and go, success will be attained and will be his to have and to hold.

Respectfully submitted,

T. M. GIBBS, Shop Foreman.

Intermediate blind boys' pre-vocational class



Report of the Handwork Instructor

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

The past accomplishments of the blind and partially blind girls have inspired me to work with them toward a higher goal. This goal has been to teach the girls to sew for themselves.

I feel that a good homemaker should know how to mend a tear in a sheet or hem a dish towel or even to make a dress for herself.

Apart from the usual handwork consisting of rug making, knitting, weaving, etc., a majority of girls have learned to sew some for themselves. A few have learned to use the sewing machine and others have learned to sew by hand. With help the girls have made dresses, blouses, playsuits, aprons and other articles.

I have had thirty-five girls enrolled in three classes during the year. Each class meets twice a week and ranges from ten to thirteen students to a class. Each child must have special attention and this cannot be given in such a short space of time with such a large group of children.

Older blind girls handwork class



Sewing and handwork are very essential to a partially blind or blind girl. Not only can they be of pleasure to them after their school years, but they can also offer a livelihood if the child is given a proper amount of time and attention when in school.

I sincerely hope that in the next few years it will be possible to reduce the classes to at least six in number. Then I know there will be a greater amount of achievement on the part of each girl.

As I look back over the work finished I am able to set a definite goal for more of the girls for another year. I feel that we have partially reached the first goal of learning to sew. But, the girls must learn more independence with their work. By independence I mean knowing how to begin a thing and finish it alone. When they have successfully reached such a goal this work will be very valuable to them out of school.

Respectfully submitted,

DORIS S. HOAGLAND,
Instructor in Handwork.

Report of the Typing Instructor

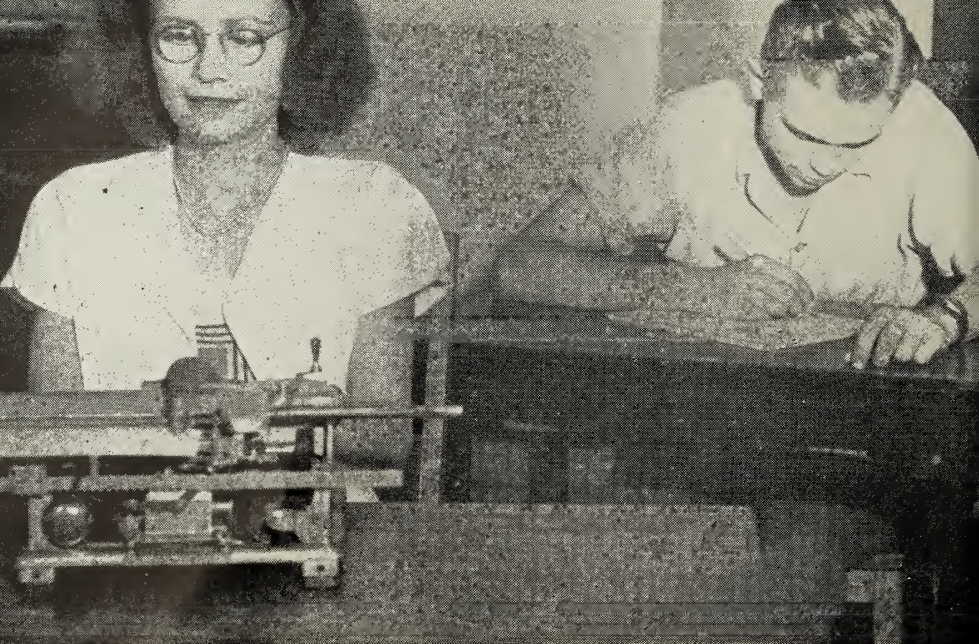
DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

This year we have thirty-five students in the regular typing classes. We have had a beginning class of twelve sixth grade students and all of them have done exceptionally well. This sixth grade class and another class made up of seventh grade students have typing for a thirty-minute period each day in the week. The other classes, consisting of high school students, have two thirty-minute typing periods each week.

We have thirteen standard typewriters in our department now. Each one is in good condition. Two of these machines are sight-saving Underwood typewriters and are used by students who have some sight. None of the students use portables for class work. We have four portable typewriters but they are used by the students for special work outside the classroom.

Our students follow the regular course of study for typing as nearly as possible. After a few weeks of typing even the beginning students type their home letters. They have access to the typing room during any off period and are able to type letters and class reports.



Writing—Braille writer, and Sight Saving

We have good tables and chairs in the typing room and when we have one or two tables adjusted we will have everything needed in a good typing department.

However, we would accomplish much more in typing if we had time for separate classes for those students with some sight. Also, some of our students need a great amount of special attention in order to learn to type and we do not have the time to give them adequate attention. It would be wonderful if we had a full time typing teacher. Mrs. Davenport has helped some of her students who need special attention and when they come into a regular class they do have some knowledge of the fundamentals of typing. But we do need to spend a great deal of time on those students who are handicapped in such a manner that typing is very difficult. It is impossible to give a student individual attention in a thirty-minute period when there are a number of students in the class.

Respectfully submitted,

JENEVA TOBIN,
Instructor in Typing.

FLORIDA COUNCIL FOR THE BLIND

The Florida Council for the Blind, which was established by the 1941 Legislature, continues to render a splendid service to the adult blind of the state. Its business is the

prevention of blindness, the restoration of sight when possible and to aid those without sight to fit into our economic and social life. The organization has done a very satisfactory job in carrying out its main objectives.

During the school year a representative from this organization visits the school and confers and advises with each student who will either graduate or leave the school within two years. By proper planning the school is able to do a much better job in counseling and guidance and finding out the aptitude and attitude of our pupils. It makes our placement program much more successful. The organization has been very cooperative and helpful in training and placing former students and graduates. Several of our former students are operating newsstands in different parts of the state.

Blind Primary Playroom



DOMESTIC DEPARTMENT

The responsibility of the proper training and efficient care of almost five hundred handicapped children is very great. The development of good character and personality is one of the most important jobs in residential schools. Also, proper health habits, courtesy, etiquette and splendid manners must be developed.

At the head of the Household Department is a matron-dietitian who, because of her training and experience, is capable of planning wholesome and nutritious meals and supervising the work of the entire Household Department.

The welfare of the boys and girls during the time they are not in the classroom is taken care of by housefathers and housemothers who have been chosen because of their educational background, good character and love and interest in the children. The daily plan is so arranged that the movement and whereabouts of each child is accounted for each minute of the day and night.

Report of the Matron-Dietitian

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

The past two years have brought many satisfactory improvements in our dining room service, and we are very proud of our new modern kitchen equipment, which was badly needed.

All of those who have to do with the preparing and serving of meals are here for the interest of the children only, and it is our primary aim to supply them with the essential foods and well-balanced diets, necessary for their health and morale.

Our meal planning now consists of three separate menus; the older group of about 215 in the main dining room, the Primary group of about 130, and the Colored School of about 110. All meals are now served family style, with the exception of the Primary children who have to be helped. This has worked out to the satisfaction of all the students, as there is always an abundance of appetizing food on the tables for second or third helpings. There is practically no waste and the food can be served much hotter in this manner.

Each fall, we have a group of underweight children to whom

we serve chocolate milk and cookies at recess, but we can happily say that this list decreases steadily each month. However, for the first time this past year, we have had to have special tables for the overweight children and cut down on their diets. At the end of the school year the number overweight was slightly greater than the underweight.

Our new refrigeration space is now ample, and the freezing unit has meant much in keeping quantities of meat over a period of time. The new storeroom has adequate space for more than a year's supply of canned goods.

I herewith submit the menus for the week of April 9, 1950, which were served in the main dining room.

SUNDAY, APRIL 9, 1950

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Oranges	Roast Turkey, Dressing	Apples
French Toast	Giblet Gravy	Cookies
Bacon	Whipped Potatoes	Milk
Syrup	Green Beans	
Milk	Celery, Olives	
	Bread, Oleo	
	Milk	
	Ice Cream	
	Candy Easter Eggs	

MONDAY, APRIL 10, 1950

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Grape Juice	Corned Beef	Turkey Croquettes
Sausage	Blackeyed Peas	Spanish Rice
Grits	Turnip Greens	Buttered Green Peas
Toast, Oleo	Corn Bread, Oleo	Sliced Tomatoes
Blackberry Jam	Milk	Bread
Milk	Fruit Salad	Milk
		Queen Ann Cherries

TUESDAY, APRIL 11, 1950

Grapefruit Juice	Fried Liver with	Corned Beef Hash
Scrambled Eggs	Onion Gravy	Green Bean
Grits	Mashed Potatoes	and Onion Salad
Toast, Oleo	Creamed Corn	Celery Sticks
Apple Butter	Bread	Chili Sauce
Milk	Lettuce Hearts	Bread
	Milk	Milk
	Sliced Peaches	Chocolate Cake

WEDNESDAY, APRIL 12, 1950

Tomato Juice	Chili Con Carne	Smoked Sausage
Pancakes, Oleo	Steamed Rice	Oven-Browned
Syrup	Cabbage and Pineapple	Potatoes
Milk	Slaw	Buttered Carrots
	Hot Rolls, Oleo	and Peas
	Milk	Bread
	Gum Drops	Milk
		Snowballs

THURSDAY, APRIL 13, 1950

Pineapple Juice	Baked Ham	Wieners
Corn Flakes	Candied Yams	Great Northern Beans
Bacon	Green Lima Beans	Pickle Relish
Toast, Oleo	Corn Bread, Oleo	Mustard
Peach Preserves	Milk	Bread
Milk	Sliced Pineapple	Milk
		Kadota Figs

FRIDAY, APRIL 14, 1950

Bananas	Salmon Loaf	Sliced Bologna
Oat Meal	Scalloped Okra	Potato and Egg Salad
Toast, Oleo	and Tomatoes	Pickled Beets
Strawberry Jam	Parsley Potatoes	Bread
Milk	Bread	Milk
	Milk	Bartlett Pears
	Lemon Jello	Fillet of Flounder
		—Staff

SATURDAY, APRIL 15, 1950

Orange Juice	Roast Loin of Pork,	Creamed Ham and
Sausage	Gravy	Eggs on Toast
Fried Eggs	Mashed Potatoes	Buttered Asparagus
Toast, Oleo	Boiled Cabbage	Carrot Sticks
Apple Butter	Bread, Oleo	Toast
Milk	Apple Sauce	Milk
		Coconut Pudding

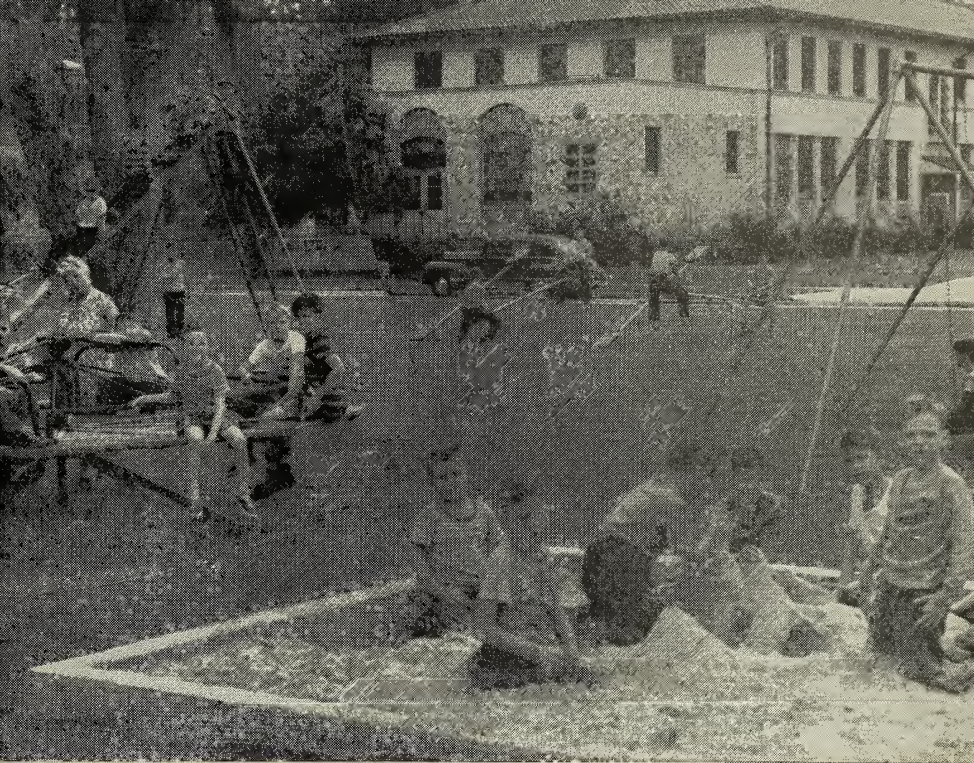
Respectfully submitted,

RUTH ISHAM HAWE, *Matron-Dietitian.***HEALTH PROGRAM**

A careful health plan is worked out whereby all the health services on the campus are coordinated so as to meet the health needs of each child. The arrangements of an inclusive health program for so large a group of handicapped children is very difficult. Many of the children have become handicapped by deafness and blindness from dreadful childhood diseases which have left their physical well-being impaired.

At the beginning of the school year a clinic is held in which every child is given a thorough examination and all defects noted. These defects in so far as possible are corrected by proper treatment. The school has a well-equipped thirty-six bed infirmary and the health program is carried out by the staff: one medical doctor; one ophthalmologist; one dentist; one registered nurse and one practical nurse.

Outside the usual epidemics of colds, measles and mumps, the health of the student body the past two years



PLAYTIME

has been very satisfactory. The work of our Department of Health is mostly preventative. Most of the work in this department is caused by skin diseases and a large number of minor illnesses and injuries usually found where so many juveniles are congregated.

The job of providing a proper diet for a large group of children varying in ages from six to twenty-one and different physical requirements, is a difficult assignment. Proper diet and sufficient rest is important for our children. A great deal of time and study is given to the proper feeding and to the recreational facilities for the children. Only food of the best quality is purchased. The children are under careful supervision at all times. It is the aim of this department to give the children plenty of nutritious food with a plentiful supply of milk, which is obtained from the school dairy, and green vegetables. A great deal of attention is given to the proper preparation, cooking and serving of foods. Each child is weighed the first of each month and

a record kept for each pupil. Every child not maintaining the proper weight is re-examined by our medical authorities and proper remedial measures taken. Children who are not up to weight or who seem not to be doing well physically, for one reason or another, are placed on special diets and given nutritious food according to their requirements.

Children who enter school the first time must present a negative Wasserman Test. During the two-year period a number of children had their tonsils and adenoids removed and there were some operations for cataracts. In some cases, after the children have received proper medical and operative attention, or fitted with proper glasses, they are able to return to the public schools.

We attribute our good health record to careful supervision at all times, proper meal planning, planned recreation, adequate medical attention and sufficient time for rest.

DAILY PROGRAM

The daily program must be so arranged that the courses of study are satisfactorily covered and the children have plenty of time for rest, recreation and social life. A great deal of thought and time must be given in order that the academic, vocational and recreational departments of the school are properly coordinated. Classroom instruction is carried on between the hours of 8 o'clock and 1 o'clock. Vocational training is given in the afternoon between the hours of 2 o'clock and 4 o'clock. The physical education program is carried out between 4 o'clock and 5 o'clock each afternoon. Vocational instruction is also given on Saturday morning from 8 o'clock until 11 o'clock. No schedules are arranged for Saturday afternoon so that the children may have this time to use as they desire. They may go downtown, visit their friends or engage in any hobby or diversion which they like. The younger children who require supervision at all times go downtown frequently to the movies or to do their shopping under the care of the supervisors. Both departments of the school have a non-sectarian Sunday School. The children in the Department for the Blind attend some

church services in the downtown churches. A non-sectarian church service is held for the students in the Department for the Deaf each Sunday in the school auditorium. A proper balanced program gives sufficient time for each department and the proper coordination of the many different activities of the school.

ORDER OF THE DAY

SCHOOL DAYS

Rise.....	6:00 AM
Breakfast.....	7:00 AM
School.....	8:00 AM
Recess.....	10:45 to 11:00 AM
Close of School.....	12:50 PM
Dinner.....	1:05 PM
Shops and Industries.....	2:00 PM
Close of Shop and Industries.....	4:00 PM
Recreation.....	4:00 to 5:00 PM
Supper.....	5:45 PM
Study—Blind and Deaf.....	7:00 to 8:30 PM
Retire—Lights Out.....	9:30 PM

Parties are held monthly, and the students are taught to play the same games their brothers and sisters learn at home



SATURDAYS

Rise.....	6:00 AM
Breakfast.....	7:00 AM
Shops and Industries.....	8:00 AM
Close of Shop and Industries.....	11:00 AM
Dinner.....	1:05 PM
Supper.....	5:45 PM
Meeting of Literary Societies.....	6:30 PM
Retire—Lights Out.....	9:30 PM

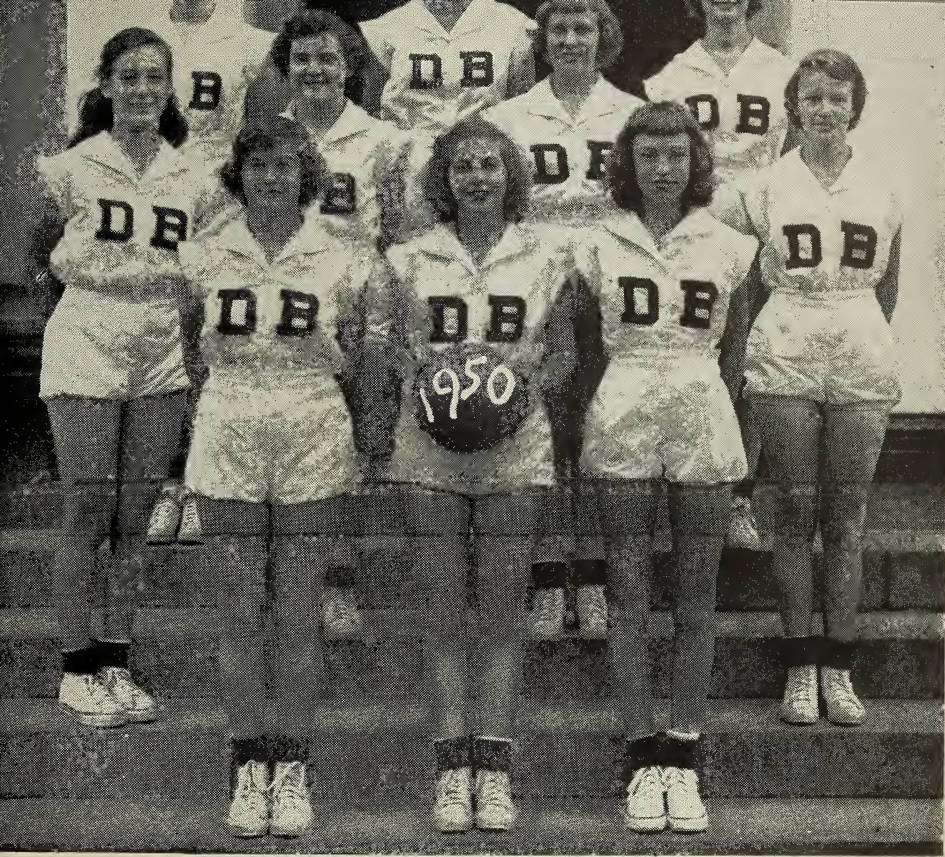
SUNDAYS

Rise.....	7:00 AM
Breakfast.....	8:00 AM
Sunday School.....	9:00 to 10:00 AM
Devotional Exercises.....	11:00 AM
Dinner.....	1:05 PM
Refreshments.....	5:00 PM
Meeting of Christian Endeavor Societies:	
Department for the Blind.....	5:30 PM
Department for the Deaf.....	6:30 PM
Retire—Lights Out.....	9:30 PM

DEPARTMENT OF PHYSICAL EDUCATION

The Department of Physical Education is one of the most important in the school. This program includes gymnastics, games, educational hygiene, health and formal athletics. The object of this department is to help our children to be healthy, strong, happy and efficient. Due to the fact that so many of our children were handicapped as a result of some dreaded childhood diseases, a very inclusive physical education program is of the utmost importance. The program is so planned to include physical examinations, individual and group gymnastics, organized and unorganized games, folk and social dancing and a great deal of instruction in proper health habits.

The school has football and basketball teams which play with the teams of nearby public schools. Both boys and girls have an opportunity to play basketball. This school, if possible, plans to play at least one out-of-state game each season with some other state school. Every child in the school has an opportunity for some form of physical education. The smaller children in the Primary Department have



Basketball—1950

a carefully planned recreational program. Provisions are made for the children to receive some training in aesthetic and social dancing. During the war, it was impossible to have our usual gymnastic exhibition which is a coordination of most of the physical education activities carried out during the school year. In 1948 these exhibitions were renewed. The theme of the exhibition in 1949 was "Childhood Memories," and it was presented on the athletic field April 12, 1949. The beautiful stage setting and scenery was made and arranged by the boys in the manual training department. Students from the Art Department painted the stage and did the decorating. Costumes were made in the domestic arts department. The program which consisted of vocal and instrumental music, dancing and gymnastic exhibitions was outstanding and well received by a large audience



Football—1949

DEPARTMENT OF MILITARY TRAINING

The school has for many years carried on military training in a small way for the older boys in the Department for the Deaf. This training has its place in developing good personality traits, securing discipline, developing initiative, alertness, posture and neatness. The boys in this department march with almost the accuracy and precision of regular soldiers and it is often difficult to make spectators believe that the boys do not possess hearing. Marching units in this department frequently are invited to take part in parades, patriotic demonstrations and public exhibitions.

TEACHER RETIREMENT

Miss Ella L. Warren, who had taught in the school twenty-seven years, retired at the close of the 1949 school year.

Mrs. Leonora Hopkins, who had taught in the school thirty-five years, and Mrs. Walker R. Williams, who had taught twenty-three years, retired at the close of the 1950 school year.

All of the above were outstanding teachers and qualified for the special work of teaching deaf children and rendered an outstanding service in their chosen profession.

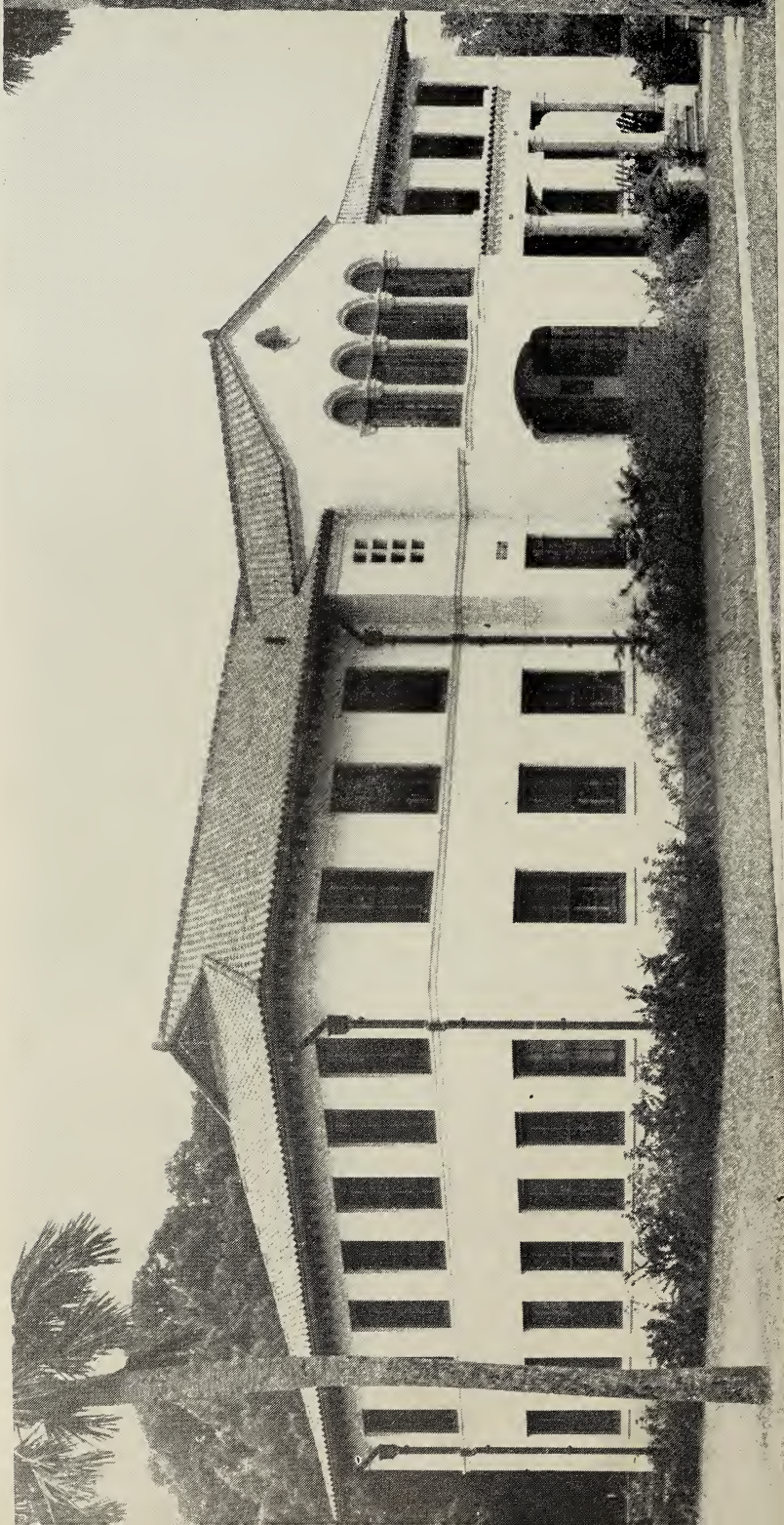
FARM AND DAIRY

The Florida School for the Deaf and the Blind has a five hundred and ten acre farm four miles north of St. Augustine at Casa Cola on the St. Augustine-Jacksonville Highway. A pure-bred herd of Jersey cows consisting of ninety-five head furnishes a plentiful supply of milk for the school. This herd is one of the outstanding ones of the state and is accredited by the federal government as being free from tuberculosis and Bang's disease. Offsprings from this herd are in great demand and young stock has been sold to 4-H



Victor Baby Hilda, No. 1314665

clubs and dairies in parts of the state. This school has received several national herd honor roll diplomas for the excellent production by this herd of dairy cows. In 1949 this herd was awarded a certificate of merit by the American Jersey Cattle Club for having one of the outstanding dairy cows of the state. Victor Baby Hilda, 1314665, received a medal of merit for producing eight hundred pounds of butterfat in three hundred and five days. The milk production for this period was 13,598 gallons. Considerable beef has also been derived from the farm.



Colored Boys' Dormitory — Completed December, 1949

The farm, on the whole, while costly in maintenance, has been very helpful in providing a balanced diet for our children. The buildings and fences have been kept in good repair. In the near future more land should be cleared for the development of additional pastures.

IMPROVEMENT PROGRAM

Most of the improvement program was completed during the last biennium; however, two badly needed buildings were completed this biennium and are now in use. These buildings are all hollow tile and covered with white cement plaster.

(1) The dormitory for Negro Boys was started in March, 1949, and was completed in December, 1949. The cubic contents of the building are 146,400 cubic feet with a gross area of 10,308 square feet. Its cost was \$143,075.67. This building relieved a badly crowded condition in our school for Negro deaf boys.

(2) The new laundry building was begun in February, 1949, and was completed in July, 1949. It contains 41,600 cubic feet with a gross area of 3,200 square feet. This improvement cost \$59,393.28 which included the equipment and its installation.

The usual repair program was carried on during the summer months. Considerable plastering and painting was done during the biennium.

GRADUATES

In May, 1949, there were four graduates. Department for the Deaf: (1) Jack Rabb, Dade City. Department for the Blind: (1) Marcus Clayton, St. Augustine; (2) Blanche Landrum, Jacksonville, and (3) George Mozley of Malone.

The commencement address was given by Dr. L. Valentine Lee, rector of the Church of the Good Shepherd, Jacksonville, Florida. His topic was, "Quality." He began his address with an illustration of the quality of a product and how we remember and judge things we use, eat and wear by proven quality. In his inspiring talk he said we are

the workmanship of God, the products of God's factory. God has given us the power to become more than what we are when we are born. If we have the will power, we may become what we wish in spite of obstacles. We have the power to develop as the children of God. We can create a better life if we choose to do so. People who are prepared to meet an emergency, to make the best out of what we have and keep in mind the achieving of the best possible results, are striving for quality of output.

In closing the speaker read a poem entitled, "The Way," the theme of which is that there is open to every man a way, and he must decide whether he will take the high way which leads to the heights of achievement and joy of living, or the low way, which leads to baser things.

May 29, 1950, we had eight graduates. Department for the Deaf: (1) Kendall Moore, Jacksonville; Jeanne Oblinger, Tampa; Dale Mingo, Miami, and Clyde Cassady, Sumterville. Department for the Blind: (1) Minnie Jean Owens, Jacksonville; (2) Herbert Sowell, Raiford; (3) David Hendricks, River Junction, and Arthur Casteel of Jacksonville.

The commencement address was given by Dr. Marshall C. Dendy, pastor of the First Presbyterian Church, Orlando, Florida. Dr. Dendy chose as his subject, "Way to Win," and brought out the following points. One must have the will to win. We must have the spirit within us to go out into life and fight a good fight. Dr. Dendy illustrated this point with one or two stories of real life and said he could see the will to win demonstrated by the children of this school who took part in the program. Dr. Dendy said in order to win one must undergo the discipline that is necessary. Moral discipline is imperative. Without moral character any person is doomed from the first. Moral character is acquired by discipline to the laws of God and life. Professional discipline is also imperative. We must also know the direct way to take. We must establish a goal in life with the idea of doing the best we can with the talents God has given us. God does not hold us responsible for talents we do not possess. If we have only one talent that is all God will hold us responsible for. Let us do the best we can with what



1950 Graduates

God has given us. We must set our goal to make our homes happy places for those who are to live with us. This is one of the greatest contributions we can make. Another goal we should set is to be worthy citizens of this great land of ours. Our country provides the kind of education we receive in our high school and college days. This nation has given us liberty and freedom.

In closing Dr. Dendy congratulated the graduates on the splendid training they have received in the Florida School. He also said that he would like to remind the graduates that if we are to be successful in life it is necessary to have not

only leadership of man, but the counsel of God. If we make the holy word a lamp unto our feet and a light unto our path all of us will win.

May, 1949, there were five graduates from the Department for the Colored Blind: (1) Adalene Bright of Jacksonville; (2) Betty Cobb of Eustis; (3) Vernon Lee of Fort Pierce; (4) Clarence Nelson of Pensacola and (5) Jeneva Randolph, Umatilla.

There were no graduates from the Department for the Colored Deaf, May, 1949. There were no graduates from either department in May, 1950.

STUDENTS IN INSTITUTIONS OF HIGHER LEARNING

A number of our graduates are attending institutions of higher learning. Carl McCoy of Tallahassee and Fred Holly of Lakeland, graduates of our Department for the Blind, graduated from the University of Florida in June, 1950. At the present time Loma Rafferty, a graduate of our Department for the Blind, is in her senior year at Barry College, Miami.

Gene Carre of East Palatka is attending the University of Florida. Julianne Wertheim and Lucille Themis are enrolled in Gallaudet College, the national college for the deaf, Washington, D. C.

Graduates of the school who have good records and outstanding ability, who are interested in a college education, are given a great deal of financial help through scholarship aids to attend institutions of higher learning.

PROFESSIONAL IMPROVEMENT

The President of the School attended the thirty-ninth biennial convention of the American Association of Instructors of the Blind held at the Texas School for the Blind, Austin, Texas, June 21 to 25, 1948. This convention was largely attended by delegates not only from the United States, but foreign countries as well. Every phase of the

work of instructing blind children was given consideration.

The thirty-fourth biennial convention of the American Instructors of the Deaf was held at the Illinois School for the Deaf, Jacksonville, Illinois, June 19 to 24, 1949. The most part of the program was taken up under the heading of audiology. Recently, great strides have been taken in the matter of research relative to hearing-aids and testing equipment for deaf children. This convention was attended by eight hundred delegates from all sections of the United States, Canada and a few were present from some foreign countries. This convention was attended by the President of the School, Mrs. Lola Nash, librarian, Mr. and Mrs. Paul Bird, Miss Margaret Parris, Mr. E. F. Bumann, Miss Lucy M. Moore, Miss Zoe Marshall and Mrs. Vela Evans.

FLORIDA ASSOCIATION OF THE DEAF

The thirteenth biennial convention of the Florida Association of the Deaf was held at the Florida School for the Deaf, June 1 to 4, 1950. Honor guest at the convention was Mr. O. W. Underhill, one time a teacher in the Florida School and at the present time principal of the Vocational Department of the North Carolina School for the Deaf.

The organizational meeting of the F.A.D. was held at the state school Tuesday, May 22, 1917. The following were present: Acting Mayor, H. W. Davis; Hon. J. W. Estes, a former member of the Board of Trustees of the State School; Dr. A. H. Walker, President of the State School; Dr. D. H. Rutter, pastor of the Grace Methodist Church; Rev. J. W. Michaels, Baptist evangelist to the deaf of the South and Rev. Frank E. Philpott, of St. Cloud, Florida. Through the years since that date the organization has held regular meetings except during the period of World War II and has rendered an outstanding service to the adult deaf of the state.

The convention was a success in every way and the registration was 202, the largest registration the convention has ever had. The delegates were welcomed to St. Augustine by Mayor Ronald Jackson and to the school by its President. Mr. Waldo N. Heber, counselor of the deaf, who represents the State Department of Vocational Rehabilitation, gave a

splendid talk on vocational training. The President of the School, Dr. C. J. Settles, addressed the group on the subject, "The Future of the Florida School."

Since the last meeting three outstanding members have passed away: (1) Raymond H. Rou of Miami; (2) Henry Austin of St. Petersburg and (3) Cleveland Davis of Miami.

President Sawley Helms of Arcadia gave a splendid address showing the work that had been accomplished during the last biennium and urged all members to work for the welfare of the deaf in general. St. Petersburg was chosen as the next convention city. Officers for the next biennium are: W. E. Clemons of St. Augustine, president; Todd Hicks of Jacksonville, first vice-president; Gene Carre of East Palatka, second vice-president; Mrs. Pauline Hicks of Jacksonville, secretary and Dan Long of Tallahassee, treasurer.

RESIGNATIONS AND APPOINTMENTS

The following appointments were made for the 1948-1949 school year: Miss Ethel Bruce of Ocean Park, Maine, who received her training in the Pennsylvania School for the Deaf, Mt. Airy, Pennsylvania; Mrs. Elizabeth Grady, B. A., of St. Augustine, who received her training to teach the deaf at Clarke School for the Deaf, Northhampton, Massachusetts; Miss Zella Harner, M. A., of Fulton, Missouri, who received her training at the Missouri School for the Deaf; Miss Margaret Seybold, B. S., of Erie, Pennsylvania, who received her training at State Teachers' College, Buffalo, New York; Miss Frances Vermillion of Hartford, Connecticut, who received her training at the University of Nebraska; Miss Dorothy Wright, B. S., of Ocean Park, Maine, who received her training at Peabody College, Nashville, Tennessee; Mr. Jack Baker, B. E., of Maitland, Florida, who received his training at Tulane University, New Orleans, Louisiana; Miss Bettie Bevil of St. Augustine, who received her training at Florida State University, Tallahassee, Florida; Mrs. Lola Nash, B. S., of Trimble, Tennessee, who received her training at Peabody College, Nashville, Tennessee; Miss Gurline Pace, B. A., of Orlando, Florida, who

received her training at Macdonald College, Red Springs, North Carolina; Mrs. Lois Stockdale, B. A., of Orlando, Florida, who received her training at Geneva College, Pennsylvania; Mrs. Mildred Varner, B. S., of Shawmut, Alabama, who received her training at Alabama Polytechnic Institute; Mr. Jean St. Croix, M. A., of St. Augustine, who received his training at Columbia University, New York; and Mrs. Doris Hoagland, B. A., of Harve de Grace, Maryland, who received her training at Alabama College for Women.

The following resigned at the close of the 1948-1949 school year: Miss Lucy M. Moore, to accept a position at the Cleveland Hearing and Speech Clinic, Cleveland, Ohio; Miss Zoe Marshall, to go to the Illinois School; Miss Zella Harner, to retire; Mr. Jack Baker, to accept a position in public school; Miss Bettie Bevil, to accept a position in public school; Mr. F. A. Caligiuri, to accept a position in California; Miss Gurline Pace, to take up housekeeping; Miss Ella Warren, to retire and Miss Yvonne de Potter, to work on her Master of Arts degree.

Appointments for the 1949-1950 school year were: Miss Bessie Pugh, M. A., of Flint, Michigan, who received her training at Wayne University; Miss Imogene Allen, M. A., of Faribault, Minnesota, who received her training at Carleton College; Miss Joycema Elliott, of Erie, Pennsylvania, who received her training at Michigan State Normal; Mrs. Vela Evans, of Pennington Gap, Virginia, who received her training at Central Institute for the Deaf, St. Louis, Missouri; Miss Pinckney Hill, M. A., of Fredrick, Maryland, who received her training at Gallaudet College, Washington, D. C.; Miss Christine Olson, B. A., of Bottineau, North Dakota, who received her training at Lexington School for the Deaf, New York, New York; Mr. Edward C. Carney, B. A., of Washington, D. C., who received his training at Gallaudet College, Washington, D. C.; Miss Eunice Dissinger, B. S., Columbus, Ohio, who received her training at Ohio School for the Deaf, Columbus, Ohio; Miss Lucille Elliott, B. S., of Erie, Pennsylvania, who received her training at Western Reserve University; Mr. Byron Hunziker, B. S., of Loami, Illinois, who received his training at Gallaudet Col-

lege, Washington, D. C.; Mrs. Eleanor Reidelberger, M. A., of St. Augustine, who received her training at University of Michigan, Ann Arbor, Michigan; and Mr. Joe Albrecht, B. A., of Colorado Springs, Colorado, who received his training at University of Missouri, Columbia, Missouri.

The following teachers resigned at the close of the 1949-1950 school year: Miss Joycemae Elliott, to go to a day school; Mrs. Lenora Hopkins, to retire; Miss Lucille Elliott, to be married; Mrs. Laura Mays, to take up housekeeping; Mrs. Mildred Varner, to return to Alabama; Mrs. Eleanor Reidelberger, to remain at home; Mrs. Walker Williams, to retire; Miss Margaret Parris, to go to another school; Mrs. Martha Bird, to go to another school and Mr. Paul Bird, to go to another school.

SOCIAL AND STUDENT ACTIVITIES PROGRAM

In a residential school, which provides living accommodations for a large group of children, it is very essential that the daily program be so arranged that there is enough time for leisure, planned recreation and social activities. All the national holidays are celebrated in some manner, usually by programs, entertainments, picnics or some form of social activity. Certain groups during the past biennium have been permitted to go to Daytona Beach and to Silver Springs. Plans are made for the children to enjoy outstanding movies, athletic events and musical presentations of different kinds. The children in the Department for the Blind have the privilege of attending the musical programs put on by the St. Augustine Civic Music Association. The older pupils are frequently invited to attend downtown dances and socials. Of course, the students at all the socials and parties and out of town trips are chaperoned by faculty members. The Department for the Deaf as well as the Department for the Blind has a literary society and Young Peoples Union. Quite frequently ministers of the different faiths in St. Augustine have charge of the Christian Endeavor programs. Each of these organizations have faculty sponsors and the making of the programs are placed in charge of the children in so far as possible.

Every effort is made to develop initiative, self-reliance, and self-dependence in the student. Each year arrangements are made for an outstanding magician to entertain the children and also at least one marionette show is contracted for. Every two weeks a picture show is held in the school auditorium, usually on Saturday night. The children in the Primary Department also have movies in their own auditorium frequently. Development of the social and religious side of the students is one of the most important duties of a residential school.

CONCLUSION

On the whole, the accomplishments of the school during this biennium were perceptibly better than they have been for some time. This was due to the fact that the school was able to obtain a better prepared and experienced faculty. The difficulty of securing an experienced well-trained personnel remains difficult. As a matter of fact, the teacher situation in schools for exceptional children has become so acute that it is practically impossible to obtain properly trained persons.

As stated above, we have been able to get better trained teachers the last couple of years. The supervising teachers and faculty continue to revamp the courses of study in each department, in order that they may be up to date and include the most modern methods, improvements and techniques in the education of deaf and blind children. A great deal of new equipment was purchased for each department. More and more equipment is being added for the aural instruction of children who possess a large amount of residual hearing. Our Visual Aids program has also been extended a great deal during the biennium.

The attendance of the school is growing very rapidly and it is imperative that more buildings be provided to take care of them. The population of the state during the past ten years has increased greatly and, of course, as the general population increases there will be more exceptional children in the state to be educated and the school's population will

grow more and more. On the whole, the work of the bien-nium has been satisfactory.

In bringing this report to a close, I wish to express my appreciation to the Governor and the State Board of Education for their interest in our many problems. Also, I want to express appreciation to the Board of Control for their splendid interest, encouragement and help at all times in providing the necessary things to carry out the difficult assignment of properly educating the deaf and the blind of our state. The members of the faculty, household and maintenance departments have performed the duties entrusted to them in a cooperative way. The splendid cooperation and close coordination of all departments of the school accounts for the success that we have had in properly preparing our boys and girls for a useful place in society and our economic life.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "C. J. Seftles". The signature is written in a cursive style with a large, sweeping initial "C" and a long, horizontal stroke extending to the right.

President.

STATEMENT OF RECEIPTS AND DISBURSEMENTS

FOR 1949-51 BIENNIUM

	1949-50	<i>Estimated 1950-51 which includes Balances Forward</i>
SALARIES		
State Appropriation released by		
Budget Commission	\$247,683.42	\$257,424.94
Disbursements	238,278.48	257,424.94
Balance	9,404.94	None
EXPENSE		
State Appropriation released by		
Budget Commission	204,751.45	252,373.22
Disbursements	165,511.25	252,373.22
Balance	39,240.20	None
SPECIAL		
State Appropriation released by		
Budget Commission	60,725.00	41,456.77
Disbursements	19,268.23	41,456.77
Balance	41,456.77	None
INCIDENTAL FUND		
Salaries—released by		
Budget Commission	4,000.00	16,000.00
Disbursements	4,000.00	16,000.00
Balance	None	None
Expense—released by		
Budget Commission	10,000.00	14,000.00
Disbursements	9,988.07	14,000.00
Balance	11.93	None
Total Available all Funds	527,159.87	581,254.93
Total Disbursements all Funds	437,046.03	581,254.93
Total Balances all Funds	90,113.84	None

LIST OF GRADUATES

WHITE DEAF GRADUATES

- | | |
|--|--|
| 1898—Artemas Winfred Pope
Cora Carlton | 1938— <i>Continued</i>
Harry Leander Moore, Jr.
Carlie Frances Todd
Lorraine Wertheim |
| 1907—Eugenia Wilson
Nettalien Vanderpoel | 1939—James Emmett Davis |
| 1913—Henry Stephen Austin
Henry Raymond Rou
Willie Harvey Townsend | 1940—Medora Louise Crowell
Mary Frances Olive
Nathalie Oakley
Lucille W. Brown
Elsie Ann Wiggins
Homer Altman
Charles W. Lockey, Jr.
Sawley Helms |
| 1914—Minnie Violet Clemons
Sarah Virginia Johnson
Roxie Rice Jordan
Charles Edward Manire | 1941—John Gordon Gunter, Jr.
Clifford LeRoy White
Raymond Lawrence Keith
Ida Jewell Stevens
Josephine Mary David
Mamie Mary Fazio |
| 1918—Laurence Randall | 1943—Elizabeth Rose Crowell
Isabelle Rose Mancill
Henrietta Estelle Davis
Thomas Freder'k Hightower |
| 1919—Dixie Clyde Fernside
Amelia Theresa Loring
Lalla E. Wilson
Uriel Jones | 1945—Margaret Hovsepien
Caroline Smoth
Lucille Themis
Evelyn Webb
Roger Fleming
Fletcher Smith
James Pritchard |
| 1921—Annie Louise Clemons
Mary Jim Crump
Pearl Helen Holland | 1946—Eugene Carre |
| 1926—Marjorie K. Egle
Gladys L. Eastman | 1947—Rebie Alice Hemperley
Julianne Wertheim
Samuel E. Hinson
John B. Whealton
Harry Creighton Gibbens
Charles B. Good
Miles Otto Chandler
Ralph Sasser |
| 1927—Florian Caligiuri
William A. Hall
Julius L. Meyers | 1948—Charlotte Haik
Mildred Doris Brown
Alva Dean Christie
Carolyn Marie Hamilton
Lawrence Pitt
Burton T. Anderson
Oscar H. Rawlins
Jay K. Wilson
Edward Alden Trainor
Lloyd Joseph Robbins
Harry Phelps |
| 1928—Georgette E. Duval
Florence K. Wells
Benjamin F. King
William Edward Clemons | 1949—Jack Rabb |
| 1930—Bessie Henderson | 1950—Kendall S. Moore
Jeanne Oblinger
Dale F. Mingo
Clyde H. Cassady |
| 1931—L. E. Jennings
Dan Long
Warren Wilson
Khaleel Kalal
Antonio Virsida
Robert Hoagland | |
| 1932—Reba Blackwelder | |
| 1933—Charles M. McNeilly
Jans Rosier | |
| 1934—Clara Stevenson
Ethel Crawford | |
| 1935—Velma Crumbie
Janet Lightbourn
Pauline Register
Loyce Ommie Barfield
Albert Forrest Reeves
Harry Joseph Shaffner, Jr.
Edwin Laurens Bledsoe | |
| 1938—Thomas Leroy Cooper
Robert Bookter Edwards
Mabel Josephine Johnson
Robert Eugene Polk
Mitchel Abraham Kalal
Annette Long | |

LIST OF GRADUATES—Continued

WHITE BLIND GRADUATES

- | | |
|--|---|
| 1908—DeWitt Lightsey | 1940—Ethel Stelle
Robert D. May, Jr.
Charles Carl Sattler, Jr. |
| 1911—Lucius Emerson
Lula Barfield | 1941—Buelah Lee Holly
Mary Catherine Scherer
Johnnie Hught Carroll
Raymond Lee McLean |
| 1915—Mabel Bates
Pearl Brown
Bessie Sikes | 1942—W. A. Ouzts
W. Wallace Lopez
Alice Marian Ogden
Patrice Eileen Forsyth |
| 1918—Lola Ashley
Annie Lee Barksdale
Arthur Dye | 1943—Clarice Hay
Jacqueine Woodward
John Paul Allen
Joseph Albert Asenjo
Thomas Jackson Arant |
| 1922—Rosie Nasrallah | 1944—Bertha Mae Johns |
| 1925—Willie Butler
Frances Johnson | 1945—Elwood McClellan |
| 1928—Gladys M. Jones
Stewart M. Yates
Albert H. Macy
Aubrey B. Martin | 1946—Fred H. Holly
Carl McCoy
Elouise Register
James Robert Stasch |
| 1930—Helen Salter
Nell Norton | 1947—Loma Catherine Fafferty |
| 1932—Aileen Grace
Lucy Dent Smith
Alexander Nasrallah
Walter Nasrallah
Ernest Shaheen | 1948—Mary Ann Martin
Evelyn Bales
Ava Lee Duncan |
| 1934—Beatrice David | 1949—Marcus Clayton
Blanche Landrum
George Mozley |
| 1935—Bernita Flora Gilberstadt
Gladys Louise Murrell
Edwin Joseph Holly | 1950—Minnie Jean Owens
Herbert H. Sowell
David B. Hendricks
Arthur Casteel |
| 1936—Doris Sabra Hodges
Marvin Robert Barnett | |
| 1937—Donald B. Shaefer | |
| 1938—Doris Kathryn Reardon | |
| 1939—May Stelle
Myrlen J. Jordan
Orian W. Osburn
Leonard Braxton Warren
Marie Dean
Grover Smith | |

LIST OF GRADUATES—Continued**COLORED DEAF GRADUATES**

- | | |
|---|--|
| 1925—Cary White | 1938—Charlie Frank Simmons |
| 1932—Annie M. Stevens | 1939—Barbara Brown
Estella Annie Reid |
| 1933—Johnnie James
Jennie L. Nelson
Geneva Daniels | 1942—Lonnie L. Williams, Jr. |
| 1934—Melda Rawls | 1943—Walter Cole
Junior Newton |
| 1935—Daisy B. Moore
Marie Richardson
Jesse Lawrence
J. B. Sallet
Fitzhugh White | 1945—Roslyn Smith
Parley Mae Poole
Edith Fields
Rosa Mae Pollard
Alberta Jackson |
| 1936—Robert White
Glennie Owens
Timothy Morris | 1946—Jeannie Verlina George
Benjamin Morris |
| 1937—Willie Edna Jackson
Ruby Ann Young
Willie Edward Danzy | |

COLORED BLIND GRADUATES

- | | |
|---|---|
| 1914—Louise Jones | 1940—Queen E. Williams
Ida Mae Williams
Vera Mae Fleming
Joe Lee Lawrence |
| 1925—George Hall | |
| 1928—Reginald Green
Leroy Lundy
Herbert Moore | 1942—Albert J. Figgs, Jr. |
| 1930—Jodie M. Jackson | 1945—Corrine Robinson
Ernest Kendrick |
| 1931—Moses Singleton
Washington Jones
Ernest Lawrence | 1947—Jeremiah Elliott Randolph
James Leonard Kendrick
James Young |
| 1935—Alexander Hartley | 1949—Adalene Bright
Betty Cobb
Vernon Lee
Clarence Nelson
Jeneva Randolph |
| 1938—Freddie Irving Rozier | |

ROSTER OF STUDENTS

BIENNIUM 1948-1950

WHITE DEAF BOYS

1.	Albritton, Lloyd	Hillsborough
2.	Alford, Herbert	Suwannee
3.	Allen, George	St. Johns
4.	Allen, Herbert	Hillsborough
5.	Anderson, John Donald	Dade
6.	Appin, Raymond	Hillsborough
7.	Arias, Tommy Albert	Hillsborough
8.	Barnes, Robert Earl	Duval
9.	Barrow, James Robert	Duval
10.	Basford, Donald	Putnam
11.	Betts, Larry	Duval
12.	Betts, Robert Lee	Duval
13.	Bland, Huey	Hillsborough
14.	Bradley, James Kirby	Jackson
15.	Brooker, Niram Edward	Palm Beach
16.	Bynum, Russell	Madison
17.	Calhoun, Jack	Escambia
18.	Carbonell, Jack	Monroe
19.	Carlson, Don	Dade
20.	Carter, Alton	Jackson
21.	Carter, Freddie Carlton	Jackson
22.	Cassady, Clyde	Sumter
23.	Causey, David	Polk
24.	Chooligan, Gary Edward	Orange
25.	Christopher, Wayne	Duval
26.	Clark, Gary Brooks	Dade
27.	Clements, Clifford	Pasco
28.	Clements, James	Volusia
29.	Clemmons, John Elliott	Union
30.	Colley, James Alfred	Putnam
31.	Cook, Edwin	Dade
32.	Cooper, Austin	Pinellas
33.	Crews, Roy	Nassau
34.	Crider, Robert Lee	Hillsborough
35.	Cole, Charles	St. Johns
36.	Cox, Joe David	Okaloosa
37.	Crownover, Donald	Dade
38.	Crutchfield, Elton	Holmes
39.	Curtis, Timothy	Martin
40.	Daugherty, Jack	St. Johns
41.	Deal, Johnny William	Marion
42.	DeMotte, Roy	Seminole
43.	Dignam, Arthur	Duval
44.	Dignan, Phillip	Duval
45.	Donald, Richard Herbert	Duval
46.	Dorsey, Henry Lee	Orange
47.	Dykes, Charles Eugene	Duval
48.	Earnest, Cecil Guilford	Wakulla
49.	Elliott, Tommy	Polk
50.	Enfinger, Paul	Leon
51.	Fazio, Joseph	St. Johns
52.	Fender, Jimmie	Duval

ROSTER OF STUDENTS—Continued

WHITE DEAF BOYS — *Continued*

53.	Forcke, Charles	Hillsborough
54.	Forrest, James	Martin
55.	Fraser, George	Duval
56.	Fraser, Walter Lee	Duval
57.	Fredrickson, Donald	Hillsborough
58.	Garrett, Robert	Duval
59.	Giles, Warren	Polk
60.	Gilland, Jimmy	Alachua
61.	Glover, Clarence	St. Johns
62.	Glover, William Franklin	Marion
63.	Gomez, John	Dade
64.	Gordon, Curtis	Polk
65.	Granston, Nelson	Hillsborough
66.	Graves, Allen	Hillsborough
67.	Green, James Randolph	Columbia
68.	Green, Paul	Polk
69.	Green, Wilburn	Polk
70.	Greer, Fred	Palm Beach
71.	Gunter, Jack	Escambia
72.	Guy, David	Pasco
73.	Hall, Robert	Escambia
74.	Hanks, Leon	Escambia
75.	Harrell, Gerald	Polk
76.	Harrell, Roger	Orange
77.	Harper, Raymond	Palm Beach
78.	Harris, Ray	Hillsborough
79.	Henderson, Bob	Polk
80.	Herrndon, Benjamin	Duval
81.	Herrington, Ronald Gordon	Duval
82.	Hogg, Jimmy	Lake
83.	Holliman, Arnold	Alachua
84.	Holmes, Darwin	Palm Beach
85.	Holmes, Howard	Palm Beach
86.	Hood, James	Gadsden
87.	Hornsby, Robert	Polk
88.	Hunter, Talmadge Eugene	Hillsborough
89.	Ives, Clarence Edward	Alachua
90.	Jenkins, Donald	St. Johns
91.	Johnston, Johnnie	Duval
92.	Kennedy, Lewis Wayne	Leon
93.	Kirkland, Lonnie	Polk
94.	Koon, Joe Mack Henry	Taylor
95.	Kornegay, Andrew Lee	Gadsden
96.	Kurtz, Albert Eugene	Duval
97.	Land, Perry Wayne	Orange
98.	Langley, Earl	Gadsden
99.	Langston, Murray	Leon
100.	Lee, George Wilbur	Seminole
101.	Lee, David	Duval
102.	Lesch, Jack	Pinellas
103.	Lewis, William Pervis	Duval
104.	Little, Charles Wesley	Hillsborough
105.	Lovering, Archie	Sarasota
106.	McElfresh, James	Marion
107.	McElfresh, Robert	Marion

ROSTER OF STUDENTS—Continued

WHITE DEAF BOYS — *Continued*

109.	McMains, Robert	Duval
108.	McElroy, Thomas	Polk
110.	McMullen, Lewis Dallas	Duval
111.	McNab, Robert	Seminole
112.	Martin, Marvin	Polk
113.	Meisch, John	Hillsborough
114.	Messner, Paul	St. Johns
115.	Metts, William Dewey	Dade
116.	Mingo, Dale	Dade
117.	Moore, Jimmy Daniel	Polk
118.	Moore, Kendall	Duval
119.	Mott, Terry Joe	Hillsborough
120.	Musselwhite, Glenn	Alachua
121.	Nelson, James	Marion
122.	Nix, Nathan Roy	St. Johns
123.	Padgett, Earl	Taylor
124.	Parker, Gordon Hollis	Volusia
125.	Parker, William Gerald	St. Johns
126.	Peeples, Jerome Wayne	Duval
131.	Pitts, Arthur	Duval
127.	Peral, Thomas	Orange
130.	Pert, Ransom Samuel	Escambia
128.	Perry, Dallas	Hillsborough
129.	Pert, Junior Cleveland	Escambia
132.	Poole, Dwight Mitchell	Dade
133.	Pope, Harold	Lake
134.	Proffitt, Glenn	Polk
135.	Oliver, John Henry	Hamilton
136.	Rabb, Jack Mayo	Pasco
137.	Reeves, Henry	Broward
138.	Rogers, Oscar Jimmie	Duval
139.	Rutledge, James Hunter	Dade
140.	St. Amant, Ronald	Hillsborough
141.	Sandager, Oliver Keith	St. Johns
142.	Sanford, David	Polk
143.	Schmidt, Donald	Dade
144.	Scott, Harold	Duval
145.	Shafer, J. Autry	Polk
146.	Shockey, Jon Michael	Hillsborough
147.	Shouppe, Joe Peat	Jackson
148.	Sistrunk, Paul	Hamilton
149.	Smith, George Edward	Putnam
150.	Smith, Jack	Dade
151.	Smith, Lester Cook	Polk
152.	Smith, William Bryan	Marion
153.	Spann, Emory	Duval
154.	Stokley, Joseph Donald	Leon
155.	Strehle, Homer B.	Escambia
156.	Strickland, Jack	Putnam
157.	Thompson, Charles	Monroe
158.	Ulmer, Jahnz	Duval
159.	Vickers, James	Broward
160.	Vincent, James Ross	Alachua
161.	Vinson, David	Franklin
162.	Wehking, Lawrence	St. Johns

ROSTER OF STUDENTS—Continued

WHITE DEAF BOYS — *Continued*

163.	White, Ronald Lee	Gadsden
164.	Whitehurst, Billy	Hillsborough
165.	Whitehurst, Wayne	Hillsborough
166.	Wilcox, Roy Earl	Hillsborough
167.	Williams, George Paul	Baker
168.	Wilmot, Earnest Alonzo	Duval
169.	Wise, Earl	Jackson
170.	Wise, Marvin	Jackson
171.	Wynn, John	Dade
172.	Yassney, James Gary	Hillsborough
173.	Zenz, Fredrick Otis	Dade

WHITE DEAF GIRLS

1.	Albritton, Melba Lee	Hardee
2.	Anderson, Rose Marie	Monroe
3.	Atwell, Bettie Ruth	Holmes
4.	Bagille, Theresa	Duval
5.	Bailey, Frances	Bay
6.	Barber, Claudia Jane	Hillsborough
7.	Barber, Elvina	DeSoto
8.	Barry, Teresa Ann	Hillsborough
9.	Bass, Louette	Union
10.	Belcher, Barbara Ann	Lake
11.	Bishop, Helene Shirley	Dade
12.	Broom, Eloise	St. Johns
13.	Brown, Thelma Pauline	Walton
14.	Bryan, Fredia	Duval
15.	Burdges, Jo Ann	Hillsborough
16.	Burkhard, Marilee	Hillsborough
17.	Butler, Winona	Gadsden
18.	Campbell, Joyce	St. Johns
19.	Carlton, Marcelle	Lake
20.	Carroll, Jenett	Polk
21.	Cass, Jessie Elizabeth	Dade
22.	Cassida, Lilly Corinne	Walton
23.	Chaney, Delores	Nassau
24.	Clemons, Elizabeth Ann	St. Johns
25.	Colburn, Reva Nell	Palm Beach
26.	Commander, Juanita	Walton
27.	Cook, Avon Marie	Dade
28.	Cook, Barbara	Palm Beach
29.	Corbett, Patricia Ann	Lee
30.	Crews, Marilyn Yvonne	Nassau
31.	Dale, Nadine	Jackson
32.	Dale, Nora	Jackson
33.	Deal, Martha Lois	Washington
34.	Driggers, Peggy Ann	Gilchrist
35.	Ducksworth, Helen	Lafayette
36.	Edwards, Katherine	Dade
37.	Fair, Emma Sue	Duval
38.	Feinberg, Beatrice	Duval
39.	Fisher, Barbara Ann	Polk
40.	Fowler, Fay	Lake

ROSTER OF STUDENTS—Continued

WHITE DEAF GIRLS — *Continued*

41.	Gay, Caroline	Hillsborough
42.	Godwin, Joyce	Escambia
43.	Gooch, Nada Ann	Volusia
44.	Gray, Amy Penelope	St. Johns
45.	Gray, Joyce	St. Johns
46.	Hall, Janette	Duval
47.	Harper, Glenda Fay	Palm Beach
48.	Harris, Betty Ruth	Santa Rosa
49.	Hayes, Sandra	Glades
50.	Harris, Marilyn	Duval
51.	Head, Helen	Duval
52.	Hinson, Betty June	Dade
53.	Hinson, Rose Marie	Dade
54.	Hogg, Elnora Fae	Lake
55.	Holland, Virginia	Indian River
56.	Horne, Judy	Dade
57.	Horton, Francis Carol	Palm Beach
58.	Hudson, Clara Belle	Polk
59.	Hutchinson, Jacqueline	Volusia
60.	Jasaitis, Celia	Volusia
61.	Jeter, Bennie	Bay
62.	Kelton, Dora	Suwanee
63.	King, Laura Nan	Duval
64.	Klipstine, Jenelle	St. Johns
65.	Kress, Sandra Lee	Volusia
66.	LaCroix, Lila	Broward
67.	LaMonaca, Josephine	Volusia
68.	Lingo, Judith Ann	Hillsborough
69.	Lovering, Edna	Sarasota
70.	McDonald, Dorothy Nadine	Lake
71.	McDowall, Rosemary	Alachua
72.	McFarland, Caroyln Latrelle	Hillsborough
73.	McGee, Rozelle	Hillsborough
74.	McPhail, Robin	Orange
75.	Mackendree, Barbara Ann	Dade
76.	Martin, Anita Gail	Duval
77.	Mendenhall, Edna Mae	Dade
78.	Metts, Mary	Dade
79.	Moody, Mary Agnes	Lake
80.	Mobley, Russine	Dade
81.	Murphy, Velma Anne	Dade
82.	Napier, Sina Louise	Clay
83.	Neely, Velma Lee	Hernando
84.	Nutt, Sandra	Lake
85.	Oblinger, Jeanne	Hillsborough
86.	Oliveras, Joyce	St. Johns
87.	Parnell, Eloise	Columbia
88.	Parrish, Mable	Columbia
89.	Patterson, Connie Louise	St. Johns
90.	Peeples, Phyllis	Palm Beach
91.	Peters, Wanda	Bay
92.	Pope, Annie Merl	Lake
93.	Preacher, Marion	St. Johns
94.	Read, Joyce	DeSoto

ROSTER OF STUDENTS—Continued

WHITE DEAF GIRLS — *Continued*

95.	Remeley, Lois	Duval
96.	Rives, Barbara Ann	Pinellas
97.	Roberts, Artha Rae	Leon
98.	Roberts, Margarette	Duval
99.	Rollins, Beverly Ann	Duval
100.	Ruff, Carol	Volusia
101.	Sapp, Emma Lou	Pinellas
102.	Sellers, Naomi Janell	Duval
103.	Shaw, Loretta	Hillsborough
104.	Shreve, Linda Anita	Duval
105.	Skinner, Mary Emma	Lee
106.	Slaphey, Marilyn Virginia	Duval
107.	Slaphey, Sue Ann	Duval
108.	Smith, Annie Lee	Volusia
109.	Smith, Ida Irene	Polk
110.	Snowden, Gloria Jean	Brevard
111.	Spell, Mary	St. Johns
112.	Spell, Wylodean	St. Johns
113.	Spivey, Carolyn	Hillsborough
114.	Stephens, Sharon	Dade
115.	Thaggard, Roberta	Dade
116.	Tepper, Darlene	Pinellas
117.	Wilmas, Sandra	Bay
118.	Walls, Susan	Hillsborough
119.	Wilcox, Selma	Hillsborough
120.	Wilcox, Claudia	Hillsborough
121.	Williams, Helen Elizabeth	Hamilton
122.	Williams, Joanna	Hamilton
123.	Wingard, Eula Loiuse	Dade
124.	Wingard, Martha Ann	Dade
125.	Wingard, Sally Gay	Dade
126.	Wise, Lois	Jackson
127.	Woolery, Judy Mae	Duval
128.	Young, Peggy	Dade

WHITE BLIND BOYS

1.	Adams, Billy Joe	Escambia
2.	Adams, Clifford	Escambia
3.	Adams, Leon	Escambia
4.	Anderson, George Robert	Bradford
5.	Andrews, Robert Lee	Dade
6.	Babcock, Edwin Francis	Dade
7.	Blount, Roland Howard	Hillsborough
8.	Booth, Robert Marion	Hillsborough
9.	Bowen, James Shelton	Duval
10.	Brown, James Buford	Calhoun
11.	Butler, Albert	Polk
12.	Caldwell, Edward Ray	Baker
13.	Carter, Charles Henry	St. Johns
14.	Casteel, Arthur	Duval
15.	Clayton, Marcus	St. Johns
16.	Colvin, Oscar	Duval

ROSTER OF STUDENTS—Continued**WHITE BLIND BOYS — Continued**

17.	Corbin, Johnny	Suwannee
18.	Corbin, Lewis Clayton	Jackson
19.	Chism, Bobby Eugene	Duval
20.	Conger, Leonard	Indian River
21.	Crider, Edward	Duval
22.	Cusic, Edward	Duval
23.	Ewart, Alfred Allen	Marion
24.	Faglie, Kenneth Martin	Jefferson
25.	Fillyaw, Thomas Hunter	Union
26.	Glisson, Chandler	Jackson
27.	Grooms, Charles	Putnam
28.	Guthrie, James Clyde	Polk
29.	Hendricks, David	Gadsden
30.	Hirschman, Gene Edward	Duval
31.	Jacobs, William	Volusia
32.	Johnson, George Henry	Palm Beach
33.	Kaley, James	Polk
34.	Kean, Robert	Duval
35.	Lanier, Norman Wayne	Polk
36.	Love, James Theo	Polk
37.	McCall, Troy	St. Lucie
38.	McClellan, Earl Jackson	St. Johns
39.	McFarland, Charles Edward	Calhoun
40.	Martin, Robert Eugene	Duval
41.	Mauldin, Ewell	Bay
42.	Maxwell, Douglas	Duval
43.	Merritt, James	Madison
44.	Mozley, George	Jackson
45.	Nausley, Ronald	Broward
46.	Pittman, Gordon	Marion
47.	Richards, Howard Eugene	Dade
48.	Snyder, Richard	Broward
49.	Sowell, Herbert	Union
50.	Stanley, Joda	Duval
51.	Starfas, George	Duval
52.	S'atham, John	Clay
53.	Turner, William	Duval
54.	Usina, Roy Oscar	St. Johns
55.	Weigle, Robert	St. Johns
56.	White, Charles	Holmes
57.	Whitworth, Ashley	Dade
58.	Williams, Francis Lawton	Indian River

WHITE BLIND GIRLS

1.	Bishop, Elizabeth	Madison
2.	Black, Ruby	Duval
3.	Bowman, Jewell	Manatee
4.	Connell, Joyce	Orange
5.	Davis, Emogene	Holmes
6.	Doss, Betty Cole	Bay
7.	Downs, Mary Jane	Highlands
8.	Duncan, Jeanette	St. Johns
9.	Epps, Constance	Volusia

ROSTER OF STUDENTS—Continued

WHITE BLIND GIRLS — *Continued*

10.	Hess, Elizabeth	Palm Beach
11.	Inglett, Mary Elizabeth	Broward
12.	Johnson, Earnestdeen	Escambia
13.	Kemp, Ruthlyn	Palm Beach
14.	Kight, Vera Elaine	Volusia
15.	Kinard, Alice June	Duval
16.	Kjellesvik, Norma Jean	Dade
17.	Landrum, Blanche	Duval
18.	Lanier, Myra	Hardee
19.	McCormick, Evelyn	Lee
20.	McGoey, Vergie	Santa Rosa
21.	McNair, Janet	Sarasota
22.	Merryman, Arlene	Duval
23.	Moon, Estly Lee	Lake
24.	Mullis, Henrietta	St. Johns
25.	Napier, Bertha Ellen	St. Johns
26.	Napier, Willie Lee	St. Johns
27.	Owens, Minnie Jean	Duval
28.	Proctor, Donna Mae	Putnam
29.	Sammons, Sylvia	St. Johns
30.	Smith, Barbara Ann	Hamilton
31.	Smith, Betty Ann	Alachua
32.	Smith, Betty Sue	Palm Beach
33.	Smith, Johnnie Pearl	Calhoun
34.	Smith Lala Leonora	Hamilton
35.	Smith, Miriam Isabelle	St. Johns
36.	Tyner, Shirley Jean	Okaloosa
37.	Underwood, Shirley	Duval
38.	Wilcox, Sarah	Hillsborough
39.	Willingham, Nellie Mae	Okaloosa
40.	Willis, Eloise	Hillsborough
41.	Woodard, Wanda	Dade

COLORED DEAF BOYS

1.	Archer, Willie	Volusia
2.	Baker, Blondenia	Duval
3.	Brown, Robert Charles	Duval
4.	Bunion, Ellis	Gadsden
5.	Bunion, Fred	Gadsden
6.	Bunion, Waitess	Gadsden
7.	Byrd, Arthres	Leon
8.	Byrd, James	Duval
9.	Carter, Henry	Columbia
10.	Coe, Raymond	Leon
11.	Crumell, Bennie	Putnam
12.	Danzy, Alexander	Alachua
13.	Freeman, Ulysis	Seminole
14.	Gibson, James	Leon
15.	Green, Austin Oscar	Polk
16.	Hawkins, Charles	Duval
17.	Holmes, Albert	Union
18.	Jackson, Sherman	Washington
19.	Lewis, Walter	Sarasota

ROSTER OF STUDENTS—Continued**COLORED DEAF BOYS — Continued**

20.	Robinson, Herbert	Alachua
21.	Robinson, Paul	Duval
22.	Roddy, Elisha	DeSoto
23.	Slater, Henry	Wakulla
24.	Small, Robert Lee	Duval
25.	Thompson, Jimmy	Palm Beach
26.	White, Johnnie Lee	Broward
27.	Williams, Bobbie	St. Johns
28.	Williams, Eddie Lee	Duval
29.	Williams, Jesse	Polk

COLORED DEAF GIRLS

1.	Alexander, Mary Alice	Polk
2.	Barker, L. D.	Bay
3.	Bennett, Grace	Duval
4.	Brewington, Florence	Duval
5.	Brown, Nora Lee	Washington
6.	Burton, Estelle	Hillsborough
7.	Campbell, Christine	Dade
8.	Collins, Evelyn	Polk
9.	Douglas, Johnnie Mae	Dade
10.	Farmer, Bertha Lee	Dade
11.	Florence, Calnoisa	Marion
12.	French, Tommie Marie	Duval
13.	Griffin, Lottie Ruth	Dade
14.	Harris, Theresa Mae	DeSoto
15.	Harris, Viola	Duval
16.	Hepburn, Dorothy	Dade
17.	Honors, Betty Ruth	Hillsborough
18.	Howard, Ernestine	Alachua
19.	Jackson, Mariah Mae	Hillsborough
20.	Johnson, Frennesse	Hillsborough
21.	Jones, Annie Lou	Hillsborough
22.	Jones, Thelma	Alachua
23.	McGowan, Johnnie Mae	Lake
24.	Mackey, Blanche	Suwannee
25.	Moore, Essie Mae	Leon
26.	Moore, Lige Lee	Leon
27.	Neal, Marie	Osceola
28.	Parker, Marie	Broward
29.	Phillips, Ethel Mae	Broward
30.	Ritchie, Annette	Dade
31.	Robinson, Willie C.	Duval
32.	Smith, Sadie	Orange
33.	Storr, Bernice	Palm Beach
34.	Thompson, Polly	Palm Beach
35.	Turner, Daisy Bell	Orange
36.	Watkins, Anita	Lake
37.	White, Cornelia	St. Johns
38.	Williams, Dorothy Mae	Palm Beach
39.	Williamson, Josephine	Duval
40.	Wilson, Ruby	Calhoun
41.	Yearby, Barbara	Orange

ROSTER OF STUDENTS—Continued

COLORED BLIND BOYS

1.	Ashley, Theodore	Seminole
2.	Behn, Paul	Duval
3.	Bellamy, Franklin	Madison
4.	Belton, Oscar	Hillsborough
5.	Bennett, Roy Chester	Palm Beach
6.	Brown, Willie	Highlands
7.	Critton, Willie Frank	Pinellas
8.	Dixon, Henry	Alachua
9.	Dukes, Thomas	Volusia
10.	Fisher, Willie	Sumter
11.	Grant, Brice	Duval
12.	Grant, James	Duval
13.	Green, Woodrow	Palm Beach
14.	Jackson, Roosevelt	Hamilton
15.	James, William	Suwannee
16.	Johnson, Earnest Lee	Dade
17.	Lee, Vernon	St. Lucie
18.	Link, Harvey Lee	Putnam
19.	McDaniel, Dolphus	Madison
20.	Moore, Fred Lee	Pinellas
21.	Nelson, Clarence	Escambia
22.	Platt, Calvin	Charlotte
23.	Rackley, McCortie	Dade
26.	Small, Lincoln	Glades
25.	Seabrooks, Albert	Jefferson
24.	Reeves, Benjamin	Hillsborough
27.	Smith, Charlie	Marion
28.	Sparks, Leroy	Seminole
29.	Taylor, Edward	Palm Beach
30.	Walker, Joseph	Dade
31.	Weems, Robert	Marion
32.	White, John D.	Marion
33.	Williams, Arthur	Alachua
34.	Williams, Earl	Alachua
35.	Williams, Edward	Indian River
36.	Williams, Fred Lee	Pinellas

COLORED BLIND GIRLS

1.	Bright, Adlene	Duval
2.	Cobb, Betty	Lake
3.	Dixon, Vera	Alachua
4.	Griffin, Betty Lou	Sarasota
5.	Howard, Jeanette	Alachua
6.	Peterson, Floris	Alachua
7.	Pettis, Evelyn	Palm Beach
8.	Randolph, Geneva	Lake
9.	Stallworth, Jacquelyn	Escambia
10.	Sturup, Julia	Hillsborough
11.	Wilkerson, Lilla Mariah	Marion
12.	Williams, Mildred	Charlotte

EXECUTIVE HEADS

SINCE THE FOUNDATION OF THE
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
SAINT AUGUSTINE, FLORIDA

PARK TERRELL	Superintendent.....	1885—1890
W. A. CALDWELL	Superintendent	1890—1893
H. N. FELKEL.....	Superintendent.....	1893—1897
FREDERICK PASCO.....	Superintendent.....	1897—1900
W. B. HARE.....	Superintendent	1900—1906
ALBERT H. WALKER.....	President.....	1906—1927
W. LAURENCE WALKER, JR.....	Acting President.....	{ Nov. 22, 1927 to July 1, 1928
ALFRED L. BROWN	President.....	1928—1932
CLARENCE J. SETTLES	President.....	1932—

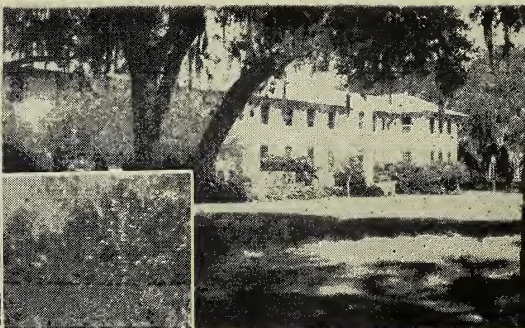
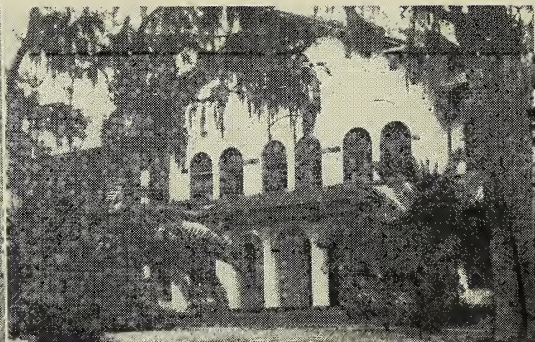
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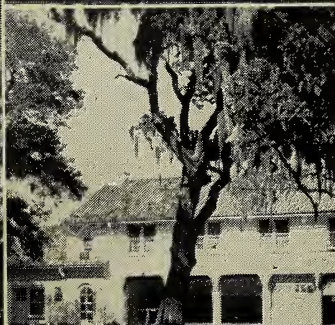
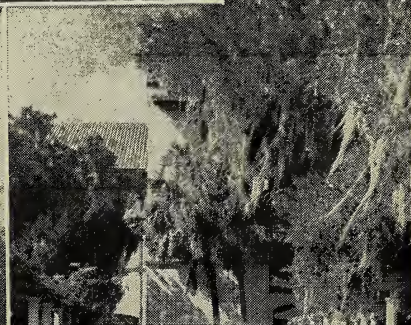
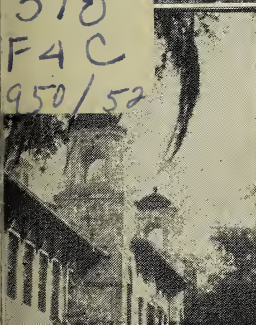
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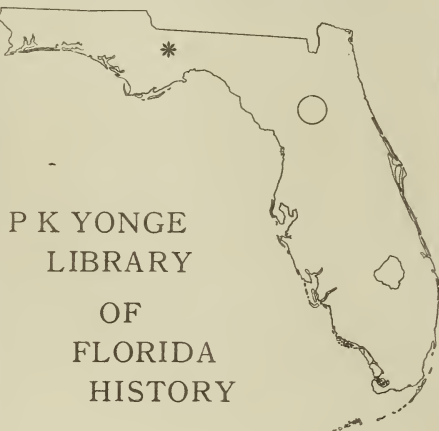
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OF THE

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DEAF AND THE BLIND

TO THE

BOARD OF CONTROL



FOR THE BIENNium 1950—1952



“**E** DUCATION is the knowledge of how to use the whole of oneself. Many men use but one or two faculties out of the score with which they are endowed. A man is educated who knows how to make a tool of every faculty—how to open it, how to keep it sharp, and how to apply it to all practical purposes.”

—H. W. BEECHER.

PRINTING DEPARTMENT
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
SAINT AUGUSTINE, FLORIDA

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STATE BOARD OF CONTROL

HON. FRANK M. HARRIS, <i>Chairman</i>	St. Petersburg, Florida
HON. HOLLIS RINEHART	Miami, Florida
HON. ELI H. FINK	Jacksonville, Florida
HON. GEORGE J. WHITE, SR.	Mount Dora, Florida
HON. W. GLENN MILLER	Monticello, Florida
HON. GEORGE W. ENGLISH, JR.	Fort Lauderdale, Florida
MRS. JESSIE BALL DUPONT	Jacksonville, Florida
HON. W. F. POWERS, <i>Secretary</i>	Tallahassee, Florida

STATE BOARD OF EDUCATION

HON. FULLER WARREN	<i>Governor</i>
HON. R. A. GRAY	<i>Secretary of State</i>
HON. J. EDWIN LARSON	<i>State Treasurer</i>
HON. RICHARD W. ERVIN, JR.	<i>Attorney-General</i>
HON. THOMAS D. BAILEY	<i>Superintendent of Public Instruction</i>

FACULTY AND OFFICERS

SESSION 1951-1952

EXECUTIVE DEPARTMENT

CLARENCE J. SETTLES, PH.D.	<i>President</i>
J. W. KNIGHT	<i>Business Manager</i>
FRED E. LEE	<i>Bookkeeper</i>
MRS. KATHRYN TALBERT	<i>Stenographer</i>
WILLIAM FORRESTER	<i>Inventory Clerk</i>
MRS. MARGARET H. DAVIS	<i>Secretary to the President</i>

EDUCATIONAL DEPARTMENT

DEPARTMENT FOR THE DEAF

MISS BESSIE PUGH, M.A., *Supervising Teacher*
MISS IMOGENE ALLEN, M.A., *Primary Supervising Teacher*

Mrs. Margaret Beem, B.S.	Mrs. Jane King
Mrs. Loyce Broadbent, M.A.	Miss Virginia McGuirt, B.S.
Miss Ethel Bruce	Mrs. Lola Nash, B.S..
Miss Eugenia Burnet, M.Ed.	Miss Christine Olson, B.A.
Mrs. Doris DeLong, M.A.	Miss Emelie Olson, B.A.
Miss Helen Douglas	Miss Josephine Olson, B.A.
Miss Joanne Dziuba, M.Ed.	Mrs. Dorothy Park
Mrs. Vela Evans	Miss Ann Pohl, M.A.
Mrs. Elizabeth Grady, B.A.	Mrs. Mae Powell
Miss Hallie Graham, A.B.	Miss Doris Prichard, A.B.
William H. Grow, B.A.	H. J. Reidelberger, B.S.
Miss Anna Hereford, M.A.	Mrs. Mary M. Robson, M.A.
Mrs. Nelda Hibbs, B.S.	Ronald E. Rush, M.A.
Mrs. Helen Hudson, B.Ed.	Mrs. Lois Stockdale, B.A.
Byron Hunziker, B.S.	Miss Lalla Wilson, B.A.
Miss Helen Jendrasiak, B.A.	Miss Dorothy Wright
Mrs. Edna Kerr, B.A.	

Miss Eugenia Hubbard, *Clerk, Primary Department*
Mrs. Virginia King, A.B., *Clerk, Advanced Department*

DEPARTMENT FOR THE BLIND

Jean St. Croix, M.A., *Head Teacher*

Joe Albrecht, B.A.	Kenneth Riley, M.S.E.
Mrs. Pauline Bennett	Miss May Stelle, M.A.
Mrs. Sarah Davenport	Mrs. Jeneva Tobin, M.A.
Mrs. Doris Hoagland, B.A.	

MUSIC DEPARTMENT

Warren S. Parsons, B.M.	Mrs. Inez W. Koger, B.M.
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DOMESTIC DEPARTMENT

Mrs. Blanche Palmiter, B.S.	<i>Matron-Dietitian</i>
Mrs. Sara Stoner	<i>Dining Room and Linen Supervisor</i>
Mrs. Beulah Jones	<i>Pantry Woman</i>
Eugene Hogle, B.A.	<i>Superintendent of Maintenance</i>
Hadley M. Harris	<i>Engineer</i>
Peter Thomasen	<i>Assistant Engineer</i>
P. B. Davis	<i>Night Watchman</i>
Mrs. Sarah Lopez	<i>Night Watchwoman</i>
Mrs. Annie Lou Mitchem	<i>Laundry Supervisor</i>

SUPERVISORS — McLANE HALL

Mrs. Jean G. Perry, M.A.	<i>Senior Deaf Girls</i>
Mrs. D. M. Pearce	<i>Junior Deaf Girls</i>
Mrs. Berdye L. Driscoll	<i>Blind Girls</i>

SUPERVISORS — RHYNE HALL

Carl J. Holland	<i>Senior Deaf Boys</i>
Mr. and Mrs. Jack Smith	<i>Junior Deaf Boys</i>
T. M. Gibbs ..	<i>Senior Blind Boys</i>
Mrs. Alice Falaney	<i>Junior Blind Boys</i>

SUPERVISORS — BLOXHAM COTTAGE

Mrs. Carolyn McMurray (Housemother)	<i>Primary Deaf Girls</i>
Mrs. H. L. Vining	<i>Primary Deaf Boys</i>

SUPERVISORS — WARTMANN COTTAGE

Mrs. Mable Carson (Housemother)	<i>Primary Deaf Girls</i>
Mrs. Alberta Grimes	<i>Primary Deaf Boys</i>

SUPERVISORS—NEW PRIMARY BUILDING

Miss Anna L. Hoover, B.S., A.D.A., <i>Matron and Relief Supervisor, Primary Department</i>	
Mrs. C. P. Pedersen	<i>Primary Deaf Girls</i>
Mrs. Anna Peters	<i>Primary Deaf Boys</i>

MEDICAL DEPARTMENT

A. C. Walkup, M.D.	<i>Attending Physician</i>
Robert I. Romig, D.D.S.	<i>Dentist</i>
C. C. Grace, M.D.	<i>Ophthalmologist and oto-laryngologist</i>
Miss Emma C. Anderson, R.N.	<i>Head Nurse</i>
Miss Edna Ofeldt	<i>Assistant Nurse</i>

DEPARTMENT OF PRE-VOCATIONAL TRAINING

INSTRUCTORS — DEAF DEPARTMENT

Edmund F. Bumann, B.S.	Carpentry
J. V. Caruso	Barbering
Peter Caruso	Shoe Repairing
William H. Grow, B.A.	Art
Mrs. Lily Hogle (Assistant)	Sewing
Eugene Hogle, B.A.	General Shop Work
Lambert Johnson (Assistant)	Carpentry
Mrs. Virginia King, A.B.	Typing
Mrs. Jack Nauright	Sewing
Mrs. Helen N. Patterson	Cooking
A. W. Pope	Printing and Linotyping
Mrs. Agnes Solano	Beauty Culture

INSTRUCTORS — BLIND DEPARTMENT

T. M. Gibbs	Boys' Workshop
Mrs. Doris Hoagland, B.A.	Handwork
Mrs. Jeneva Tobin, M.A.	Typing

PHYSICAL EDUCATION TRAINING

DIRECTORS — ATHLETIC AND MILITARY

Ronald E. Rush, M.A.	Deaf Boys
H. J. Reidelberger, B.S. (Assistant)	Deaf Boys
Byron E. Hunziker, B.S. (Assistant)	Deaf Boys
Carl J. Holland (Military)	Deaf Boys
Miss Virginia McQuirt, B.S.	Deaf and Blind Girls
Miss Carolyn Roberts (Assistant)	Deaf and Blind Girls
Kenneth Riley, M.S.E.	Blind Boys
Joe Albrecht, B.A. (Assistant)	Blind Boys

DEPARTMENT FOR THE COLORED

Teachers for the Deaf:

Geraldine Burrell, B.S.
 Gloria Calhoun, B.S.
 Virginia James
 Inez B. Knowles
 Cary White
 Rosalie White

Teachers for the Blind:

John A. Latson, B.S.
 Matthew McCoy
 Anita Holmes
 Otis Knowles

Elizabeth M. Latson	Matron
Rosalie White	Supervisor, Deaf Girls
Minnie Paschal	Supervisor, Blind Girls
Otis Knowles	Supervisor, Deaf Boys
Matthew McCoy	Supervisor, Blind Boys



PRESIDENT'S BIENNIAL REPORT

ST. AUGUSTINE, FLORIDA, October 1, 1952

*To the Chairman and the Members of the Board of Control,
State of Florida:*

GENTLEMEN:

Herewith, in compliance with custom and regulations of the Florida statutes, I present for your consideration the biennial report of the Florida State School for the Deaf and the Blind for the biennium beginning July 1, 1950 and ending June 30, 1952.

During the biennium the school had the largest attendance in its history, and all departments are growing rapidly. The work, on the whole, was satisfactory and the school seemed to be fulfilling its function, that is, the educating of the deaf and the blind children of our state for useful careers.

In the Department for the Deaf the children are provided instruction in the ordinary school subjects from the first through the eighth grades. Every approved method of instruction and all types of equipment or aid which is of proven value to the educating of the deaf child has been used. The school continues to follow the combined method of instruction. This method includes all methods and makes provision to educate any type of deaf child this school may receive. Speech and speech reading are provided for all children who are capable of receiving same. The school has a well planned auditory training program for children who have enough residual hearing to be educated through the ear.

In the Department for the Blind the Braille system of instruction is used. Some attention has been given to the revision of courses of study in each department so as to

include any innovation or recent trends in education of the deaf and the blind. Special provisions have been made to give additional instruction to the slow learning child. A great deal of time has been given to the visual aids program. While the teacher situation still remains very critical, we are glad to say that during the past biennium the school has had a very fine corps of teachers, practically all of whom were well trained. A few who had not received training were given in-service training. The graduates of the different departments have found positions and all are doing well. As stated elsewhere, the school population is growing very rapidly, and it is necessary to have additional buildings and additional staff.

ENROLLMENT

In 1951-52 there were enrolled 516 pupils. Of this number 366 were in the Department for the Deaf, of whom 179 were girls and 187 were boys. There were in the Department for the Blind 150 pupils, of whom 52 were girls and 98 were boys.

Five hundred and seventy-six pupils were enrolled during the last two year period, which is the largest biennial enrollment since the school was established.

CLASSIFICATION OF PUPILS

WHITE		COLORED	
Deaf	314	Deaf	92
Blind	119	Blind	51

ATTENDANCE BY COUNTIES—1950-1952 Biennium

Alachua	18	DeSoto	5
Baker	2	Dixie	2
Bay	8	Duval	80
Brevard	3	Escambia	18
Broward	14	Flagler	1
Calhoun	4	Gadsden	7
Charlotte	3	Gilchrist	5
Citrus	1	Glades	1
Clay	4	Gulf	3
Collier	4	Hamilton	7
Columbia	3	Hardee	1
Dade	57	Hernando	1

Highlands	2	Osceola	1
Hillsborough	55	Palm Beach	31
Holmes	3	Pasco	5
Indian River	3	Pinellas	9
Jackson	10	Polk	32
Jefferson	2	Putnam	10
Lafayette	1	St. Johns	35
Lake	13	St. Lucie	1
Lee	2	Santa Rosa	3
Leon	8	Sarasota	5
Levy	1	Seminole	9
Madison	4	Sumter	1
Manatee	1	Suwannee	6
Marion	7	Taylor	1
Martin	1	Union	3
Monroe	4	Volusia	14
Nassau	6	Wakulla	2
Okaloosa	3	Walton	4
Orange	19	Washington	6
Havana, Cuba	1		

CAUSES OF DEAFNESS—1950-1952 Biennium

Abscess	1	Measles	26
Accident	6	Meningitis	24
Birth Injury	8	Mumps	1
Carbuncle	1	Nerves	7
Catarrhal	1	Otitis Media	19
Colds	1	Pneumonia	4
Colitis	1	Prenatal	1
Complication of		Quinine	5
Childhood Diseases	2	Rising in Head	2
Congenital	145	Rickets	1
Cream Rash	1	Scarlet Fever	4
Fall	9	Sickness	1
Fever	4	Syphilis	1
Heredity	7	Tonsil-Adenoid Infection	3
Infantile Paralysis	1	Torticollis	1
Infection	7	Typhoid Fever	2
Influenza	1	Undeveloped Nerve	3
Injury to Inner Ear	1	Unknown	96
Malaria	2	Whooping Cough	4
Mastoid	1	Yellow Jaundice	1

CAUSES OF BLINDNESS—1950-1952 Biennium

Accident	13	Corneal Staphyloma	1
Birth Injury	1	Detached Retina	1
Brain Tumor	3	Encephalitis	2
Buphthalmia	1	Glaucoma	7
Cataracts	19	Gonorrhea	3
Chorioretinitis	1	Heredity	1
Congenital	51	Hydrocephalus	1
Conjunctivitis	1	Infection	1

Intro-ocular tension	1	Optic Atrophy	2
Kidney Poisoning	1	Optic neuritis	2
Lack of Pigment	4	Premature Birth	2
Measles	2	Quinine	1
Meningitis	1	Retrolental fibroplasia	1
Microphthalmus	2	Sore Eyes	2
Myopia	1	Syphilis	8
Nerves	1	Ulcers of the Eyes	2
Nystagmus	1	Undeveloped Nerve	1
Ophthalmia neonatorumm	1	Unknown	27

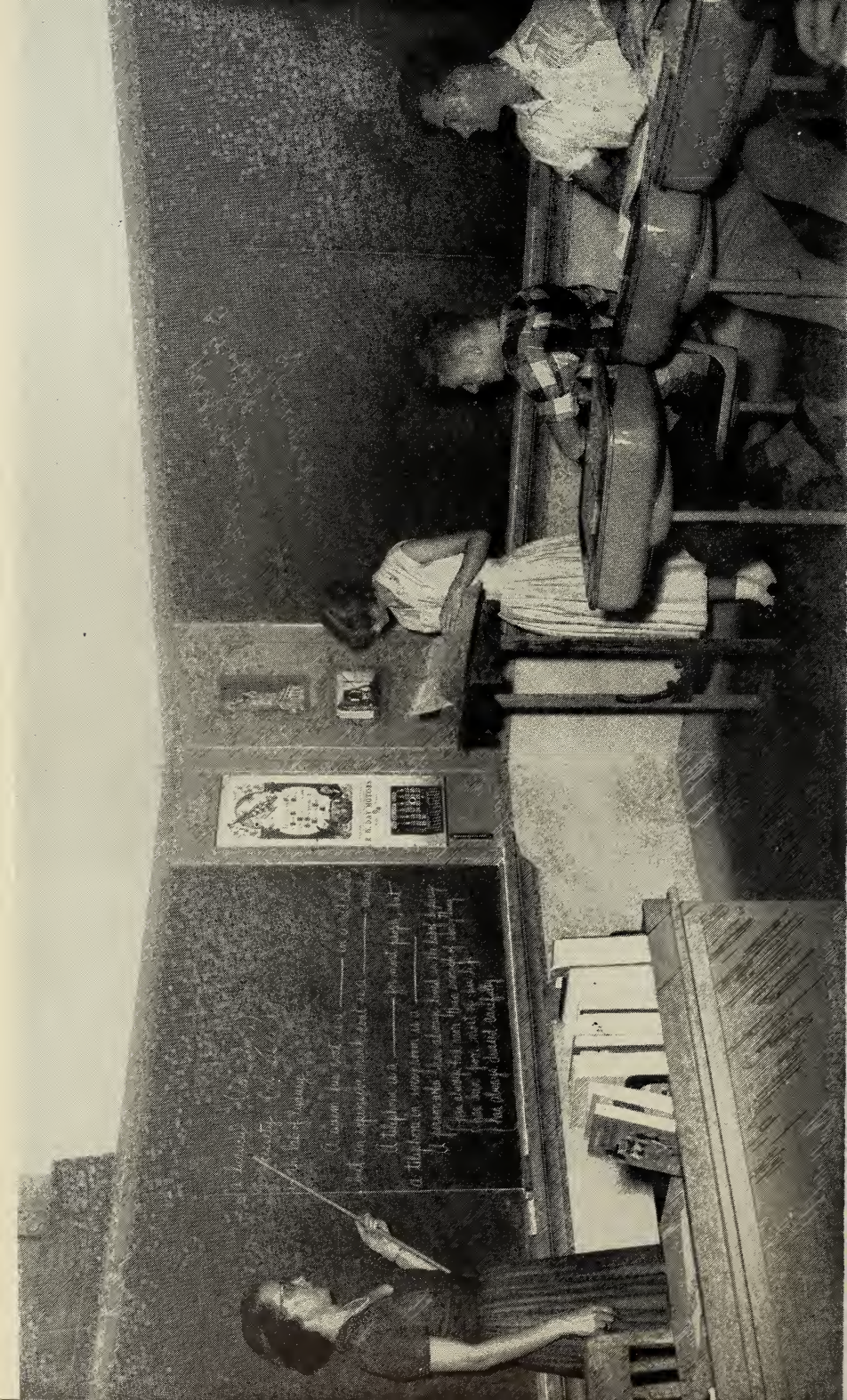
DEPARTMENT FOR THE DEAF

Instruction

The major task in the education of deaf children is to give them a knowledge of English. Proper language foundations in the deaf can be had only through special methods and techniques of teaching English. The six-year-old child when he first enters school has no knowledge of English at all. The normal child entering school at six years of age has a good English vocabulary. The work of teaching the deaf child English presents a most difficult task and it requires a skillful teacher who has been trained in special methods and techniques of teaching deaf children. Every word of English that goes into the deaf child's vocabulary must be carefully illustrated and taught. After the deaf child has been in school for a few years and he has learned to read, he can, in a measure, acquire English himself. Speech, speech reading and writing are used for classroom instruction. Special classes are provided for certain children who do not seem to be able to improve by the oral method of instruction. The combined method of instruction provides the different types of teaching through which any deaf child capable of instruction may be educated. An extensive auditory training program has been arranged, and as financial means are provided, this phase of the work will be expanded and plans made for more adequate supervision. The children in the Primary Department are receiving pre-vocational training in a small way.



Charts, Specimens, and Drawings Are Used to Present Science Work Visually



REPORT OF THE SUPERVISING TEACHER**Intermediate and Advanced Departments**

DR. C. J. SETTLES, *President*

Florida School for the Deaf and the Blind

St. Augustine, Florida.

DEAR DR. SETTLES:

It gives me great pleasure to comply with your request for a biennial report on the accomplishments of this department for the past two years because of the marked progress which has been made, according to all objective standards of measurement.

a. **ENROLLMENT.** In 1950-51, the total enrollment of 117 pupils in this department included 62 boys and 55 girls. In 1951-52, the total enrollment increased to 138, including 70 boys and 68 girls.

b. **FACULTY.** The faculty for 1950-51 consisted of 16 full-time academic teachers, a librarian, and one physical education teacher who did part-time academic work. The present faculty, composed of 17 full-time academic teachers plus the librarian and physical education instructor, is by far the best trained staff the school has had since World War II. At one time in the post-war period, more than a third of the staff had had no training whatsoever for teaching the deaf. This year we had no academic teacher who was wholly untrained for this type of work. This improvement in training on the part of the teachers has been reflected both in the attitude of the children toward acquiring an education and in their accomplishments, measured by the Stanford Achievement Tests, and shown in the following table:

Yearly Distribution of Pupils by Grade Levels as Measured by the Stanford Achievement Tests

YEAR	11th grade	10th grade	9th grade	8th grade	7th grade	6th grade	5th grade	4th grade	3rd grade	2nd grade	1st grade	TOTAL	Percent above 3rd grade	Percent above 4th grade	Percent above 5th grade	Percent above 6th grade
1948-49	0	0	1	1	3	1	10	18	33	55	3	125	.27 plus	.12 plus	.4 plus	.4 plus
1949-50	1	3	0	2	5	5	11	19	37	28	0	111	.41 plus	.24 plus	.14 plus	.10 plus
1950-51	1	0	0	4	7	5	9	27	47	16	0	116	.45 plus	.22 plus	.14 plus	.10 plus
1951-52	0	0	2	5	7	7	11	34	34	24	0	124	.53 plus	.25 plus	.16 plus	.11 plus

These figures are objective evidences of the academic progress that has been made in this department during the past three years.

The table shows that the percentage of pupils doing work above the third grade has practically doubled; the percentage doing work above the fourth grade had doubled; the percentage doing work above the fifth grade is four times greater than it was in 1948-49; and the percentage doing work above the sixth grade is nearly three times greater now than it was three years ago.

While there are no purely objective measures of growth in speech, speech reading and language usage, the improvement in all these areas is easily discernible by those in daily contact with the children and is frequently commented on by teachers, house-parents and visitors.

c. IN-SERVICE TRAINING. To provide additional training for some of the partially trained teachers, it was again necessary to have in-service training classes in *Speech for the Deaf* and *Language for the Deaf*. The value of these classes is made clear by the following results:

1. The average gain made by the pupils in these classes (measured by standardized achievement tests) exceeded the average made by deaf pupils throughout the nation.
2. The average gain made by the pupils in one of these classes was the fourth highest in the school and far above national average.
3. The average gain made by all the pupils in these classes was greater than the average gain made by the pupils throughout the school as a whole.
4. The average gain made by these pupils was greater this year than in any past year.

d. CURRICULUM. This year work on a new course of study was begun; but so many problems were encountered that we did not accomplish all we had hoped to do. One problem rested on the fact that a large percentage of the children who come up from the cottage are not ready for intermediate work (as the achievement tests show). With 24 immature children in the department doing second grade work and a few teen-age children having to start out on preprimer level or lower because of late entrance into school, it has been necessary to devote almost as much time to a primary curriculum as to a curriculum for the intermediate and advanced department.

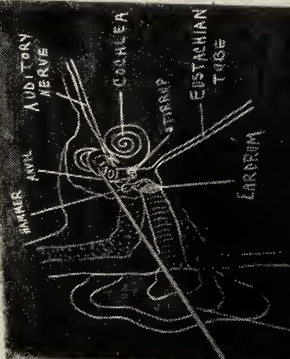
e. VISUAL EDUCATION. Although great emphasis has been placed upon visual education throughout this department for several years, increased impetus has been noted since five teachers in this department enrolled in an extension course in Audio-Visual Education last year. The following types of audio-visual materials have been utilized:



Film Strips Are Used to Supplement Texts

THE EAR HAS THREE MAIN PARTS.

- I- The outer ear.
- II- The inner ear.
- III- The middle ear.



1. Direct, purposeful experiences.
2. Contrived experiences, including models, objects and specimens.
3. Dramatization.
4. Demonstrations.
5. Field trips (of which the following is a partial list):
 - a. A trip to the railroad shops (by pupils who were studying a unit on trains and transportation).
 - b. Trips to the bakery, fire department, city water plant, post office, school farm, and the lighthouse (by classes studying community helpers).
 - c. Trips to the alligator and ostrich farm, to the Jacksonville zoo, and to Marineland (by children studying about animals).
 - d. Trips to Potter's Wax Museum, the Oldest House, the Oldest School House, the Fort, the Fountain of Youth, and the Stephen Foster Memorial (by children studying history).
 - e. Trips to different places of interest by the football and basketball teams when playing games in near-by states.
 - f. Trips to the Lighter Museum and Ripley's Believe-It-or-Not Museum (to encourage the children to develop hobbies).
6. Exhibits within classrooms (to show pupils the teacher's hobbies).
7. Motion pictures (to encourage children to read the books on which these were based).
8. Still pictures, including photographs, slides and film stripes.
9. Radio and television (to encourage the use of hearing aids and develop residual hearing as well as to increase understanding of the hearing world).
10. Visual symbols, including charts, graphs, maps, etc.
11. Verbal symbols (to teach pupils to draw meaning from the printed page).

f. **SOCIAL ACTIVITIES.** In addition to the regular monthly parties which all the children attend, there are always many unscheduled activities such as the following:

1. Class Picnics.
2. Parties in teachers' homes.
3. Birthday parties, celebrated in various ways.

4. Trips to the beach.
5. Parties for visiting football and basketball teams.
6. Attendance at concerts or ballets, both here and in Jacksonville.
7. Entertainment provided by the supervisors every Saturday and decided upon the vote of the students.
8. Weekend visits to other children's homes.
9. Attendance at junior-senior prom in town.
10. Parties given by parents.
11. Entertainment films shown in the school auditorium two or three times a month.
12. Swimming at the Y.
13. Roller-skating.
14. Boat riding.
15. Movies at local theatres.
16. Circus.

g. RELIGIOUS INSTRUCTION. Character education and religious instruction are strongly emphasized as an essential part of each child's educational training. Sunday School classes are held every Sunday morning and there is a chapel talk at eleven o'clock by one of the teachers or by a minister. In the evening, the children have Christian Endeavor meetings.

h. NEW EQUIPMENT. Three new group hearing aids have been purchased for this department, and ten individual aids have been bought for children through Vocational Rehabilitation.

The purchase of three television sets for this department has motivated the children to use their hearing aids in the dormitories.

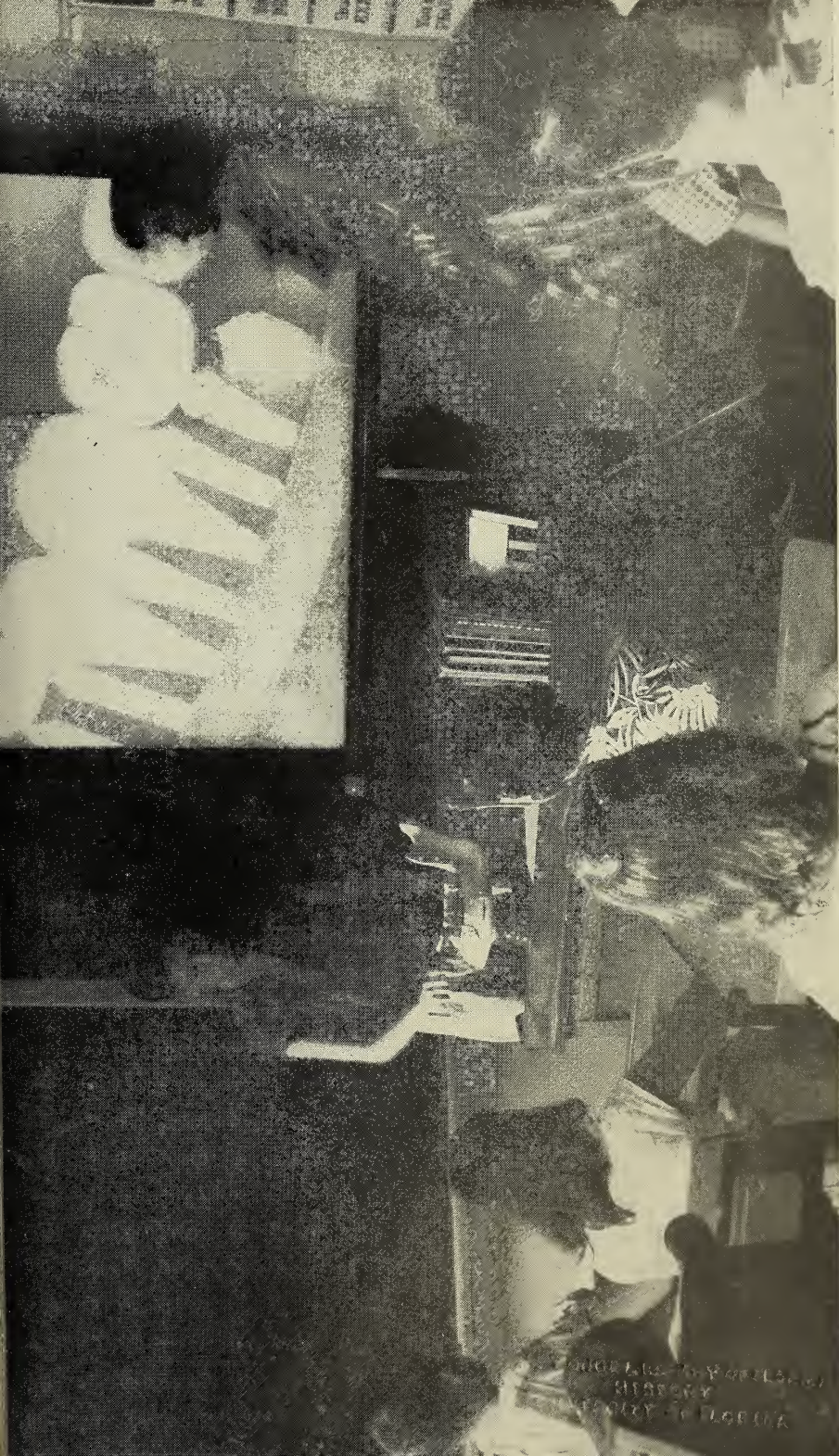
The speech master which was purchased this year is proving helpful in speech development.

The new liquid duplicator has been in constant use by the teachers and is a great time saver.

The new equipment for the science laboratory has been used by nearly every class, and there is a growing interest in science on the part of the entire school.

The new maps and globes have been of inestimable value to the social studies classes.

i. SPACE. The lack of adequate classroom space and areas for the different activities is a serious handicap to this department. One classroom has to be used for the following activities:



The Delineoscope Is One of the Many Types of Visual Aids In Daily Use



1. Daily academic classes.
2. Arts and crafts classes.
3. Sunday School room for about 40 children.
4. Christian Endeavor room for about 40 children.
5. Party room for about 46 children.

Another small classroom (designed for about eight children) has to be used for the following activities:

1. Daily academic classes.
2. Study hall each night for about 35 boys.
3. Sunday School room for about 35 children.
4. Christian Endeavor room for about 35 children.

These are a few examples of our need for extra rooms.

Despite the limitations we work under, there has been a year by year improvement in the speech, speech reading and language on the part of the pupils as well as growth in the content subjects, as shown on achievement tests. The excellent rapport between teachers and pupils and the friendly, cooperative spirit among the teachers have been important factors in achieving these results. In addition, we have had your support, words of encouragement, counseling and guidance whenever and wherever we have sought them, and for all these things we are deeply grateful.

Respectfully submitted,

BESSIE PUGH,
Supervising Teacher,
Intermediate and Advanced Deaf Department.

REPORT OF SUPERVISING TEACHER

Primary Department

DR. C. J. SETTLES, *President*
Florida School for the Deaf and the Blind
St. Augustine, Florida.

DEAR DR. SETTLES:

In accordance with your request, I submit the following report for the Primary Department for the Deaf.

ENROLLMENT. The enrollment has continued to increase; in 1950-1951 there were 134 pupils, and in 1951-1952, 149 pupils.

VISUAL AID EQUIPMENT. The sound-movie projector, purchased in February, 1950, has made it possible to show enjoyable

movies for young children. These bi-monthly movies, though primarily for pleasure, have proved instructive. Other films have been shown which correlated with units or material studied in the classroom.

Several excellent films pertaining to the education of the deaf in other schools, "The Post-rubella Deaf Child" and "The Fenestration Operation" were shown to the teachers, housemothers and parents.

The filmstrip projector purchased in February, 1950 has been of great value, making it possible to see film-strips based on work being done in various subjects. Additional filmstrips have been borrowed or purchased.

A balopticon was purchased in September, 1951. The children have enjoyed using it to show pictures and topics about classroom work and auditorium programs. This machine projects both opaque pictures and slides.

The tachistoscope, obtained in March, 1951, is in almost constant use. This is an excellent machine for promoting reading speed and comprehension. Words, phrases and short sentences are flashed on the screen at various speeds, thus helping to overcome the "word reading" habit.

A library of toy objects, for the vocabulary to be developed at each grade level, has been started. A beautiful doll house was made by Mr. Bumann's woodworking classes; an invaluable unit for familiarizing a deaf child with the structure and furnishings of a home. They also made us a store.

We have expanded our library of vocabulary and language pictures, and to prepare units to correlate with the units being studied. These are filed in the visual aid room, for the department's use.

THE AUDITORY TRAINING PROGRAM. An E-2 Audiometer, which is the latest clinical type, was purchased this year. It tests for psychogenic deafness, for melingering deafness and speech reception.

Every child has been given one or more audiometric test annually. A large percentage of the children have some usable residual hearing. These children receive a great amount of auditory training.

Three Jay L. Warren auditory training units were bought this year and their value has been proven by the children's improvement in speech.



First Lessons in Reading

k-
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 cat
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Several hearing aid companies in Jacksonville loan us hearing aids for trial purposes. Children, whose parents buy hearing aids and children who can benefit most by their use, wear them under teacher supervision. Special work in auditory training and in the care of instruments is a part of our school program. After a child has had trial experience with the various aids, his parents are advised accordingly. If a hearing aid is to be purchased, the child is permitted to make his selection, with the guidance of the teacher. This program has been very encouraging to the pupils, parents and teachers.

This year St. Agnes School, St. Augustine, has accepted nine hard of hearing pupils whose oral, auditory and academic achievements have enabled them to enter school with normal, hearing children. In this way, the adjustments to public school, before

Residual Hearing Being Trained Through a Group Hearing Aid



entering school at home, are made under our supervision. Three children entered public schools at their homes in February, 1952 and five more will do so in September, 1952.

THE LIBRARY. The library is a delightful place for pupils and staff to go for recreational and informative reading. The books are displayed to attract the attention of the readers. Interesting units pertaining to classroom activities are displayed.

This year a selection of outstanding professional books, periodicals, and current articles on the education of the deaf was added to our library.

THE TESTING PROGRAM. We have continued giving the Nebraska Test of Learning Aptitude for Young Deaf Children, by Dr. Marshall S. Hiskey, to the children under ten years of age. We are careful not to "label" the child, but rather to consider the test as a measurement of certain aptitudes, which along with a number of other observations, help us to understand the child more completely.

The Gates Primary Reading Tests were given to the children in the first grade and above. The primary battery of the Stanford Achievement Test was given to the children in the second grade and above.

READING. Our basic reading text has been supplemented with a number of other observation, help us to understand the child additional reading in science, health, social studies, charts periodicals, printed captions, recreational books, and a large variety of activities which included many field trips for each grade level. Vocabulary cards and language units based on the material in these books have been made by the teachers. With the aid of the filmstrips, the balopticon and the tachistoscope, the reading periods have been alive and interesting.

RELIGIOUS TRAINING. The past two years the children in the New Primary Building have met in the auditorium Sunday mornings, for fifteen minutes of group singing and prayers and then forty-five minutes were spent in classrooms studying Bible stories emphasizing practical, moral lessons.

Simple preparatory religious lessons, prayers, songs and handwork have been taught the children in Bloxham and Wartmann Cottages.

AFTERNOON CLASSES. During the past two years the afternoon classes included rhythm, rhythm band, and physical education for all of the children. We regret that only the children in the New Building were able to have dancing lessons the past year. Arts and crafts, sewing and woodworking were taught the older children, in the afternoons, also.



The Tachistoscope, Balopticon, Filmstrips and Movies Are Used Daily as a Part of the Classroom Work

The teacher of the advanced primary sewing class, is also the group's housemother. In this latter capacity she has the opportunity for encouraging leisure sewing and mending.

HOME LIFE. The cooperation between the academic and dormitory personnel has been splendid. The children have been encouraged to use their speech and lip reading at all times.

Before each meal the menu is written on the dining room slates in Wartmann Cottage and in the New Primary Building. The children take pride in their ability to ask for food, converse freely at the table and improve manners.

Two television sets were given the boys and girls in the New Primary Building. These give much enjoyment and aid the development in imagination and the appreciation of the current programs.

The two housemothers in the New Primary Building have had an extensive activity program—trips to the beach, farm, zoo, circus, boat rides, local places of interest, local movies, picnics, popcorn parties, fudge parties, waffle suppers and decoration projects for holiday occasions.

CONCLUSION. Our objectives are an oral department and the four broad objectives of education:

1. the objective of self realization,
2. the objective of human relationship,
3. the objective of economic efficiency, and
4. the objective of civic responsibility.

We recognize the basic value of human beings, which according to the National Education Association, is personality. In developing the personality of our children, we are striving to help them to learn the English language, to talk with ease, to speech read, to form proper health habits, to learn good grooming, to maintain proper mental hygiene, to develop social graces and to learn the importance of spiritual values.

In closing, I want to express my appreciation to you for the cooperation and support you have given me at all times.

Respectfully submitted,

IMOGENE ALLEN,
*Supervising Teacher,
Primary Department for the Deaf.*

THE LIBRARY

The library of the Florida School for the Deaf and the Blind is one of the most useful and most valued departments of the school. This building is one of the most up-to-date buildings of its kind in a school for the deaf and the blind in the United States. It is divided into two sections, one part for the deaf and one for the blind. In no other way can a deaf student increase his vocabulary faster than by careful and extensive reading. During the school year 467 books were added, and at the present time the library for the deaf contains practically eight thousand volumes covering the whole field of literature. Up-to-date encyclopedias may be found in this building and the school receives a wide selection of current magazines and daily newspapers. The librarian, with teachers from the different departments, spends a great deal of time in selecting the proper books for the students of each department to read in order that the range of reading will be kept within their understanding and they will get the greatest benefit from reading. The best fiction, poems, social studies, nature studies, biographies, myths and fairy books are found in the library. There is also provided a bookshelf for the use of staff members. Daily papers are provided for the different dormitories. Each classroom has on hand a large number of books for supplementary reading.

In the new primary building provision was made for a small library which is continuously being added to by the purchase of books within the understanding English range of the primary children.

The Braille library for the Department for the Blind contains approximately seven thousand volumes of books covering the whole field of literature. Sight-saving books are also being added for the partially seeing child. One section of this library contains the records for the talking book machines for the blind. A large number of books of a religious nature, representing different denominations and also the *Reader's Digest* in Braille, are received regularly.



Report of the Librarian

DR. C. J. SETTLES, *President*

Florida School for the Deaf and the Blind

St. Augustine, Florida.

DEAR DR. SETTLES:

In accordance with your request I submit the following report covering the circulation of library books and a brief survey of library changes and progress for the school years 1950-1952.

Circulation has greatly increased in the past two years in the number of books, magazines and pamphlets used by the pupils. Circulation now averages over eight thousand per school year. A greater interest in reading has been shown by the majority of pupils, partly due to more suitable books for the different reading levels. Through the cooperation of the teachers the pupils have been taught to use reference works in connection with their studies.

The teachers have also shared in selecting the best books for all areas of the curriculum as they are specialists in their various fields, the librarian needs their help. We are keeping a record of the books most in demand, and from time to time the various pupils are asked to recommend books they would like to have in the library. Supplementary reading materials have been selected and placed in the classrooms as needed.

The picture file has been greatly increased, but it is still inadequate for the daily demand for pictures to be used as teaching aids.

Adaptations have been purchased of many books especially the classics, which are eagerly read by the pupils as the vocabulary level is low but interest is on a higher level.

The film strip library with the projectors and screen have now been set up in a special visual aid room, which arrangement is more convenient for the teachers and the pupils.

Four hundred and sixty-seven books have been added to the library, as well as many new magazines have been added including professional periodicals for the use of the faculty. Twenty books were sent to the bindery for rebinding which will greatly add to the life of the book.

I wish to thank Miss Pugh and Mr. St. Croix for the cooperation given me in my work with the pupils of their respective departments.

In closing, I would like to express my appreciation to you for the cooperation and support which you have given me at all times.

Respectfully submitted,

LOLA S. NASH, *Librarian.*

CHORIC INSTRUCTION AND RHYTHMIC TRAINING

The development of natural and easily understood speech in a deaf child requires much patience and hard work. Due to the fact the child is without hearing, speech must be artificial. Many different aids are used to develop and improve speech. One of the aids, a very helpful one to develop and improve speech, is choric instruction and rhythmic training. A great deal of this sort of work is done in all departments of the school. The children are assembled in the auditorium frequently and recite songs, rhymes and selected reading from the Scripture in unison. This training aids very much in developing smooth and natural speech and works for accuracy. This work, of course, is carried on largely through vibration. Students, by placing their hands on the piano or some instrument which has much vibration, can tell the difference between high and low vibration and strong and weak chords. As stated above, this type of training helps regulate pitch and aids the student in obtaining proper modulation of voice and proper pitch, inflection, accent and fluency. The children in the Primary Department, where this work is started, enjoy it thoroughly. There has been developed a splendid rhythm band in this department which is in great demand for public entertainments. This band usually has an important spot on our commencement program.



PRIMARY RHYTHM BAND IN ACTION



An Audiometric Test Being Given to a Five-Year-Old Child

AUDITORY TRAINING

More and more the school is receiving applications from partially hearing children who, because of their hearing deficiency, cannot make progress in the public schools. The school has purchased several group hearing aids of the highest type for the education of this sort of child. Some of these children, who have had considerable hearing until recently, of course, possess a great deal of original speech and language. By the use of the hearing aid their speech is corrected and language improved and some of them are able to return to the public schools. The education of this type of child, of course, is very much different from the education of the typical deaf child. Audiograms are kept on file for each child who has considerable residual hearing and their hearing loss tested from time to time to see just how much improvement is being made. A large number of individual hearing aids have been provided for different individual children and as stated above, several have been returned to the public schools. Large hearing aid manufac-

turers, civic organizations and individuals have been most generous in cooperating with the school in providing individual hearing aids for this type of child. Also, a great deal of advice, cooperation and support in this program has been received from the State Department of Vocational Rehabilitation.

PRE-VOCATIONAL TRAINING

Guidance and Counseling Service

It is not possible to prepare any great number of students in our Department for the Deaf for professions; therefore, provisions must be made for an inclusive vocational training program. Because of the fact that the student body is made up of pupils between the ages of six and twenty-one, the vocational training is largely pre-vocational. While it is largely pre-vocational, a large number of our graduates go directly from the school to good paying positions.

The School's Laundry Is New and Modern



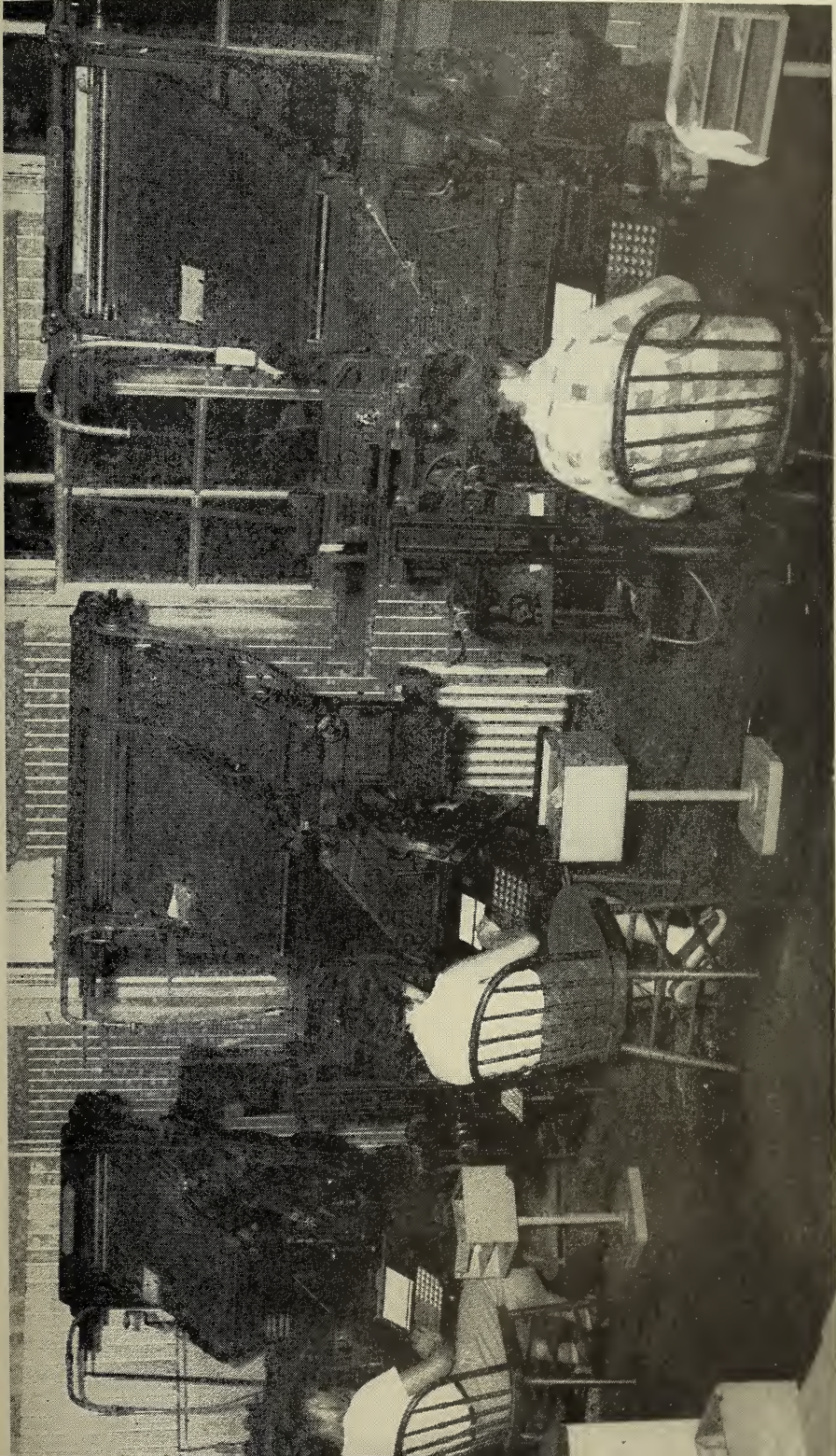
A counselor from the State Department of Vocational Training comes to the school frequently to confer and counsel with pupils who will either graduate or leave school within two years. The counselor gives tests of different kinds and finds out for which trade the student seems best fitted. After frequent tests, conferences and consultations with the members of the staff and the student, it is not too difficult to select a proper vocation. A certain number of pupils receive instruction in the general shop under the guidance of the Superintendent of Maintenance. When the boys come from the Primary Department to the Intermediate and Advanced Department, most of them are usually assigned to the Maintenance Department where an opportunity is had to study their different aptitudes for different types of vocational training. Instruction is given in linotype operating, gardening, floriculture, calsomining, painting, woodwork, general carpentry, general shop, shoe repairing, barbering, general repair work and elementary plumbing.

Along with the instruction in trades, the students also receive instruction in vocational language.

The girls receive instruction in general sewing, dress-making, weaving, typing, Home Economics, plain and fancy sewing, homemaking, beauty culture, photography and craft work.

The school has a very splendid art department under the direction of a very fine instructor. Each child with ability along this line has an opportunity for study.

As in all schools, there are some pupils who do not have the ability to make outstanding progress in the Academic Department. The schedule is so arranged that this group of children have additional time for vocational training. Graduates and former students with proper academic instruction and vocational training are gainfully employed and holding very excellent positions. The State Department of Vocational Rehabilitation and the Florida Council for the Blind have been very cooperative and helpful in giving our graduates and ex-pupils additional training and placement.



Girls Are Showing an Increased Interest in Linotyping



The Boys in Printing Learn to Evaluate Their Work and Detect Errors

Report of the Printing Department

DR. C. J. SETTLES, *President*
Florida School for the Deaf and the Blind
St. Augustine, Florida.

DEAR DR. SETTLES:

The students taking lessons in the Printing Department are showing improvement, more or less, in their chosen trades.

Besides learning they are encouraged to write how a part or parts of a machine function; their purposes; their adjustments, etc. This is a hard problem.

During the past year three girls have made splendid progress on the linotypes.

Among the fourteen boys, one works independently, two are excellent and the rest are good.

I believe some boys who have received good foundations in linotype lessons, press work, composition work with more practice, will make good printers.

Respectfully submitted,
A. W. POPE, *Instructor in Printing.*

Report of Shoe Repairing Department

DR. C. J. SETTLES, *President*
Florida School for the Deaf and the Blind
St. Augustine, Florida.

DEAR DR. SETTLES:

During the biennium the students of the Shoe Repairing Department have completed more than four thousand repair jobs of different types. This department also provides training in elementary leather work. The boys have made a number of leather craft articles.

The students are also taught the care and upkeep of machines, leather cutting, stock checking and ordering. Each student has instruction in all phases of shoe repairing. As he becomes proficient at one type of job, he starts another; thereby acquiring an understanding of all types of repair jobs.

Respectfully submitted,
PETER CARUSO,
Instructor in Shoe Repairing.

Report of Home Economic Department

DR. C. J. SETTLES, *President*
Florida School for the Deaf and the Blind
St. Augustine, Florida.

DEAR DR. SETTLES:

After we had studied and become very familiar with all the foods listed in "Basic Seven Food Groups Needed Every Day," we began to plan balanced meals. We planned and prepared balanced breakfasts, luncheons and dinners. We studied why it was necessary to eat all foods and their importance to our bodies and health.

We kept individual cook books of our recipes and kept informed with all the current women's magazines—Ladies Home Journal, McCall's, Companion, Woman's Day and Family Circle. We used the textbook, "Our Food." Also we used the literature sent us through the mail from food companies.

We learned to use our electric stove, to bake, broil and cook on top. Also, we learned to take care of the stove and kept it clean.

The Home Economist from the Florida Power and Light Company came here and gave us demonstrations.

The girls became familiar with equipment such as electric mixer, canner, corn popper, candy thermometer, waffle iron and the use of aluminum foil. They were completely fascinated when we made jelly and canned apple sauce.

The girls learned to read recipes and follow them accurately. It was very gratifying to know that some of the girls reported they had prepared at home during vacations, holidays and week-ends some of the foods we had prepared in class.

I was most anxious for the girls to enjoy planning meals, preparing foods and cooking as it will mean homemaking will be a pleasure to them.

Selecting Recipes Creates Keen Interest in Cooking



REPORT OF RECIPES TAUGHT

1. *Beverages*

Tea
Milk
Cocoa
Chocolate Milk
Limeade
Orange Juice

2. *Breads*

Homemade Biscuit Mix
Biscuits
Ginger Bread
Butterscotch Nut Bread
Muffins—Corn Meal and
Plain
Cinnamon Buns
Doughnuts
Pancakes
Waffles

3. *Cakes*

Ready Mix Package
New One-hand Method
Pineapple Upside Down
Cake
Cup Cakes
Banana Cake

9. *Eggs*

Boiled
Scrambled
Poached
Fried

10. *Toast*

Cinnamon
French
Toast Cups

11.. *Pastries*

Pies—Pumpkin and Apple
Cherry Cobbler

12. *Cassarole Dishes*

Macaroni and Cheese
Salmon au Gratin
Tuna in White Sauce
Scalloped Potatoes
Corn Pudding

4. *Icing*

Uncooked—Vanilla,
Chocolate
Seven-minute

5. *Cookies*

Oatmeal
Sugar
Toll House
Peanut Butter
Ginger

6. *Candy*

Chocolate Fudge
Divinity
Popcorn Balls

7. *Sandwiches*

Grilled Cheese
Egg and Olive
Peanut Butter and Raisin
Brown Sugar and Butter

8. *Desserts*

Tapioca
Baked Custard
Apple Brown Betty

13. *Vegetables*

Carrots
Frozen Spinach
Corn Fritters
Potatoes—Salad, French
Fried

14. *Fruits*

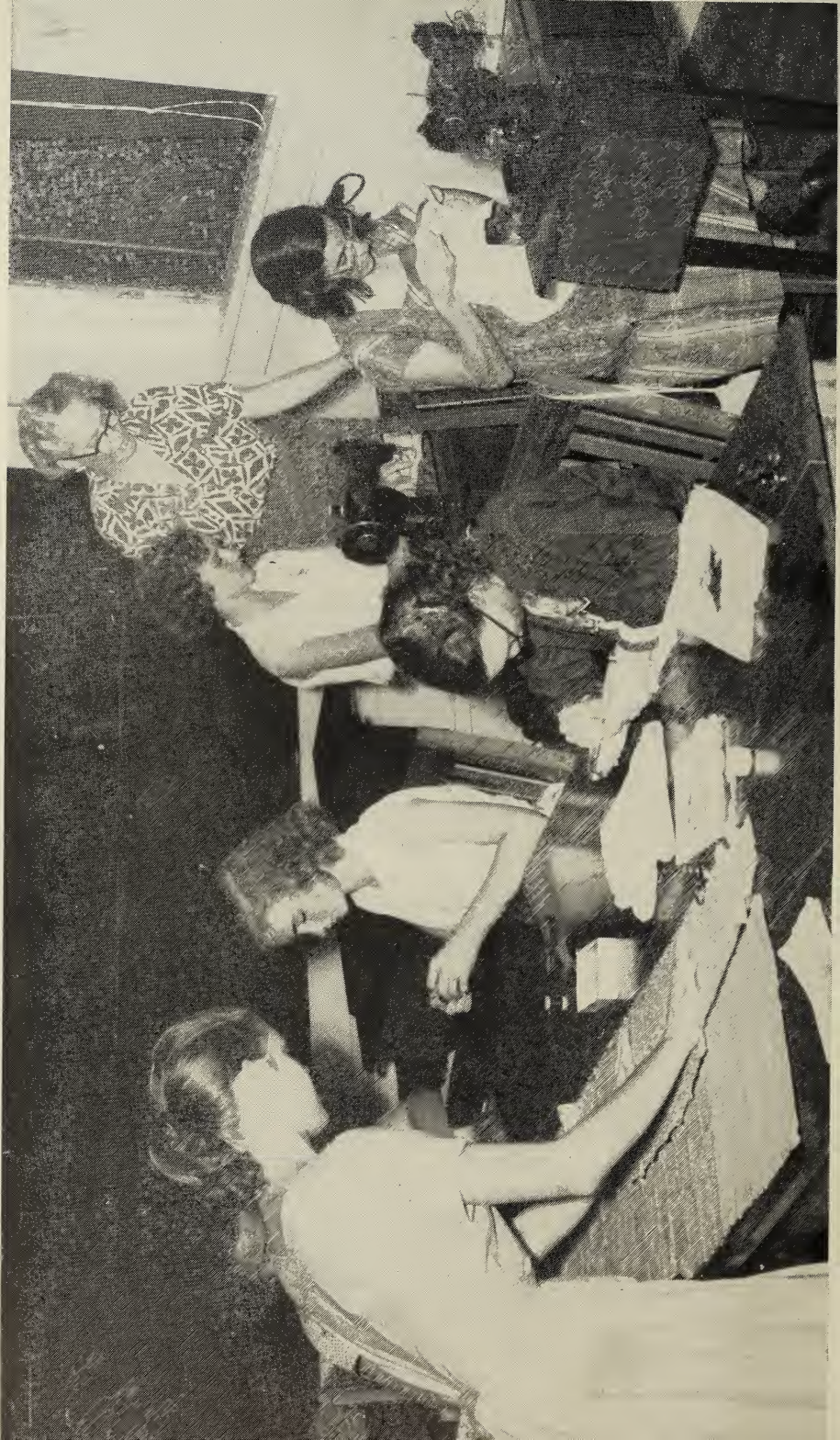
Salads—In Jello
Banana Fritters
Canned Our Own Apple
Sauce
Baked Apples (on top of
stove in aluminum foil)
Made Apple, Jelly, Grade,
Orange

15.. *Salad Dressing*

Oil
Russian

Respectfully submitted,

HELEN S. PATTERSON,
Instructor in Cooking.



Report of Sewing Department

DR. C. J. SETTLES, *President*

Florida School for the Deaf and the Blind
St. Augustine, Florida.

DEAR DR. SETTLES:

As you well know there is always plenty to do in the Sewing Room, mending, darning, cutting out dresses, aprons, etc., for our school use.

The girls are not in the sewing room every day. Some have cooking, typing, beauty culture and some work in the laundry, which gives them about three hours a week in sewing.

The girls learn to mend their own clothes, let down hems and many other things which help them to keep neat and trim.

The younger deaf girls have made many useful articles, such as, curtains, dresser scarfs, place mats and napkins, dish towels, pot holders, clothes pin bags, utility aprons, clothes, pin aprons, stuffed toys, toy bags, luncheon clothes, baby sacques, slippers, bibs, lapel pins, pin cushions, sewing bags and crocheted articles. While the younger deaf girls are more adapt at hand work than at machine work, some have progressed sufficiently to bring their own material to make skirts, blouses, shorts, and other articles for themselves.

We have tried to make the work in this department of practical value as well as interesting. The knowledge the girls acquire in the sewing room can be put to use in their own homes.

Considerable mending has been done and this furnishes a splendid and practical training for the fine art of home management.

The girls are now making costumes for our commencement.

Just to give you an idea of the work done in the older deaf girls' sewing classes we give the following list of articles made:

5 Cheer Leaders' Skirts	9 Boys' Nightgowns
6 Maid Aprons	7 Pairs Boys' Pajamas
20 Dresses	1 Pair Men's Pajamas
2 Jackets	5 Costumes (Commencement)
9 Cotton Shirts	5 Blouses
4 Pairs Drapes	8 Pot Holders
3 Porch Pillows	3 Playsuits
3 Shoe Cases	2 Work Aprons
5 Fancy Aprons	1 Pinafore
4 Linen Crocheted Handkerchiefs	4 Pairs Slippers
3 Baby Bibs	5 Child Dresses

3 Pairs Embroidered Pillow Cases	4 Laundry Bags
1 Pair Pillow Cases—Embroidered	30 Santa Claus Lapel Pins
1 Sheet—Embroidered	1 Sewing Basket (Made of Christmas Cards)
12 Dish Towels	2 Baby Sacques
2 Appliqued Dish Towels	4 Crocheted Pot Holders
15 Bureau Scarfs	4 Girls' Skirts
17 Girls' Nightgowns	1 Rug

This class has also done some beautiful embroidery work as was evidenced by the many pieces on display.

Respectfully submitted,
PEARLE NAURIGHT,
Sewing Instructor.
LILY HOGLE,
Assistant Sewing Instructor.

Report of Instructor in Cosmetology

DR. C. J. SETTLES, *President*
Florida School for the Deaf and the Blind
St. Augustine, Florida.

DEAR DR. SETTLES:

My class is composed of girls who have shown a willingness to learn the fundamentals taught in all branches of practical beauty culture such as: shampooing, haircutting, shaping, styling, finger waving, scalp treatments and also machine permanents, manicuring and arm massage.

These girls have exhibited talent and I enjoyed teaching them.

Respectfully submitted,
AGNES SOLANO,
Instructor in Cosmetology.

Report of Maintenance Department

DR. C. J. SETTLES, *President*
Florida School for the Deaf and the Blind
St. Augustine, Florida.

DEAR DR. SETTLES:

First and above all other things I want to call your attention to the electric wiring in Building No. 1, or Walker Hall, which is most inadequate and very much overloaded. As you well know, this building was erected some forty years ago when electric appliances and base plugs were practically unknown. With new electric appliances, radios, and installed hearing aids, the system, most of No. 14 wire, knob and tube, is so overloaded that the main switch box itself gets hot at times.



The Classes In Beauty Culture Are In Need of Additional Space



The sooner the whole building is rewired the better it will be for all concerned. Several fires—four fires to my knowledge—have occurred in the last few years, besides a small one this winter occurred right in the main switch box.

I also recommend that two other buildings, the Industrial Building and the Old Colored Building, be rewired. In fact, these two buildings should be entirely remodeled or rejuvenated; especially the Colored Building.

Again I want to call your attention to the wooden floors of the two porches on the first floor of Walker Hall which are fast deteriorating and must be replaced soon. It would be much cheaper in the long run to replace them with concrete floors. Outside of little painting needed here and there, the other buildings are in good shape.

Our automotive equipment is going fast. The dump truck bought from the United States government, war surplus, has about seen its days and a new one is badly needed. Also, the school bus should be traded for a heavier one.

The maintenance department has at the present time seven full time men for its crew, including the following: one superintendent of maintenance, one engineer, one fireman, one plumber, one carpenter and two laborers.

A good electrician is badly in need—one who not only knows how to do electric work, but who also knows how to do radio work and how to keep the school's hearing aids in condition. There are about twenty-four sets of hearing aids that must be kept in condition at all times.

Fifteen boy students assist in the General Repair Shop. They average about two hours a day, and they do painting, pipe-fitting, plumbing, carpentry and electric work, in addition to odd jobs. These boys are employed primarily to help them find what line of work they like best. When a boy knows what line of work he wants to follow, he is transferred to that shop to learn his trade.

Here I want to commend the state architect and his co-workers for having piles driven for the foundation for our new gymnasium; otherwise, it would have been like "the house built on sand" that sooner or later falls to pieces.

To one and all I wish to express my deepest appreciation and thanks for the splendid cooperation and loyal support I have received. I still stick to my old, old saying, "Yes, this school was put here, not for me, but for the deaf and the blind children of the State of Florida."

Respectfully submitted,

EUGENE HOGLE,

Superintendent of Maintenance.



ORCHESTRA, BLIND DEPARTMENT

DEPARTMENT FOR THE BLIND

Instruction

The function of the Florida School for the Deaf and the Blind is to properly educate all children of the state who are too deaf or too blind to receive an education in the regular public schools. Any child who is too deaf or too blind to receive instruction in the public school is eligible for admission. Thus, the student body consists of the deaf, the blind, the partially seeing and the partially hearing. The education of the visually handicapped child requires different methods, procedures and techniques of that used in instructing the typical blind child. Teachers in this department should be college graduates with at least one year of special training for instructing the blind or the partially seeing child.

In the Department for the Blind the revised Braille system is used. This is a universal system and is used in all schools in the United States and the entire world. A bright blind child should be able to master Braille in six or eight weeks. After that, his progress is just as rapid as that of a child in the regular public school system. The course of study in this department corresponds very closely to that used in the public school system of the state. Of course, it is not possible to obtain all texts that are used in the public schools in Braille; therefore, the course of study must differ somewhat from that of the public schools. However, pupils who graduate from our Department for the Blind have a high school education equivalent to that given in the best high schools of the state. Graduates of the Department for the Blind are admitted to institutions of higher learning on the certificate plan without examination.

Books for the Blind are published by the American Printing House for the Blind, a government owned institution in Louisville, Kentucky. The increase in the number of partially seeing children attending state schools for the blind has created quite a problem. Sight-saving classes have been recently established in the larger towns of the state and children who live in those towns and nearby attend these classes; however, there are many partially seeing

children who do not have access to sight-saving classes so they must attend this school. The American Printing House for the Blind also manufactures sight-saving books and sight-saving materials. The Florida School during the past biennium has been able to purchase sight-saving books and now the school has parallel textbooks in Braille and in sight-saving.

The Department for the Blind has a very splendid Department of Music. Pre-vocational training is given in this department and covers several different vocations.

REPORT OF THE HEAD TEACHER

DR. C. J. SETTLES, *President*

Florida School for the Deaf and the Blind
St. Augustine, Florida.

DEAR DR. SETTLES:

The following report epitomizes the work accomplished in the Blind Department for the 1950-1952 biennium.

ENROLLMENT. The past two years registered a notable increase in our enrollment. In 1950-1951 the enrollment stood at 81; in 1951-1952 the number attained to 97. The rising incidence of retrolental fibroplasia is strikingly reflected in these figures.

CURRICULUM. The past two years have witnessed the adoption of a new study course in which parallel editions of Braille and large print type texts are utilized through the first eight grades. A extension of this dual-text study course is projected through the high school and only awaits the presses of the American Printing House for the Blind. A termination of the usage of Braille 1 and 1½ has followed the extension of Braille 2 down to the primary grades. The assignment of sight-saving pupils and blind students to the same class may not prove educationally feasible. Widely different methods of reading instruction is a case in point. However, until a proper evaluation is forthcoming, it may not prove deleterious to proceed in this manner. The pedagogical differences between Braille and sight-saving are not so abysmal as to present invincible obstacles and the education of blind involves a specialization in equipment more than in methodology. The program for both types should utilize objective teaching methods and focus on life-like activities.

Our constant endeavor remains to pattern curricula offerings after those of the public schools. In consonance with this pursuit, we have enriched our curriculum by the addition of new courses



Primary Blind Students During a Class Period



such as biology, occupational guidance, public speaking and ediphone operating. Subsequently we hope to initiate a course in switchboard operating.

We have been habitually alive to the impolicy of retaining courses long after they have demonstrated their inutility. To escape the excesses of verbalization, which characterize the offerings of our blind schools, we have exploited the presence of as much tangible apparatus as our finances warrant, have encouraged field trips and have centered upon an experience-curriculum to provide an objective environment through direct contact and observation.

EQUIPMENT. Through a rather singular fortuity we have obtained three Ediphones and a record shaver which have proved of inestimable value, not only in reducing the amount of close eye work, but in conserving the energies of both pupils and teachers. Many of our children have demonstrated exemplary aptitude with these machines. Two Braille writers have been added to our already respectable number. A duplicating machine, a tape recorder and a Sound-scriber are notable acquisitions. Other educational media, obtained for exclusive sight-saving use, include large type books, large type dictionaries, adjustable desks, unglazed paper, heavy lead pencils, special type chalk and materials for motivated handwork.

LIBRARY. Present educational theory which stresses problem-centered learning, in which resort to many sources must be made, dictates the need for a well-balanced and adequate variety of books. In accord with this philosophy we have established a functional library so designed as best to serve the expanding program of the school.

A wide variety of books on an equally expansive variety of topics has been ordered. Many worn and unattractive books have been replaced. Shakespeare, who for some inexplicable reason was notable for his absence from our shelves, has been restored his preemptive place. *The Childhood Of Famous American Series*, which has proved instantly arresting, is almost complete. New talking books titles have been added. Alert to the possibilities of the library as an effective educational tool, we have encouraged the development of the "library habit."

TESTING. We have continued to use the Stanford Achievement tests. However, in accordance with the familiar educated truth that the least fruitful time at which to administer achievement tests is at the termination of the year, when little opportunity is granted for putting the data they furnish to effective use, we have planned to give them shortly after the opening of the school year. At this time we hope to embark on a comprehensive testing program, administering such tests as the Gates Basic Reading, the Metropolitan Achievement and the Kuhlmann Intelligence tests.

GUIDANCE. We have initiated a guidance program, closely integrated with the instructional program and pervading the entire educational setup. Teachers have been provided with individual pouch folders in which cumulative records containing pertinent information relating to all phases of the child's development are kept. "Anecdotal" records, revelatory facts of home life, educational background, attitudes, hobbies, interests, appreciations, behavior patterns, eye and health data and specific needs are recorded and made accessible to teachers as a means of pupil appraisal. Eye defects are often accompanied by photophobia or other hypersensitivity. This would indicate favorable seating. Progressive myopia stresses a less exacting use of the eyes or may call for a limitation of physical activity. It is not difficult to perceive the educational potentialities of such a program.

SOCIAL LIFE. Modern psychology, which recognizes the importance of frustration, compels a provision for normal social contacts. We have tried to provide social orientation for the type of living demanded in a sighted world. Social clubs, dancing classes, parties, concert trips and an expansion of our social life into the life of the community have enabled our pupils to integrate their experiences of life as well as of education.

THE ROAD AHEAD. A delineation of our present and future needs would include tangible aids as models for the teaching of the sciences, geography and other subjects adapted to objective rather than to verbal methods of teaching, sufficient illumination to insure a level of 50 foot candles, placement of divided shades of translucent material at each window, establishment of at least 45 minutes for classroom periods, provision for psychological services, and the addition of at least two teachers.

The eventuality of these desires into reality would enable us to image a better world for our blind pupils and would assure to each pupil the full access to the benefits of an adequate education to which he is rightfully entitled and from which he might otherwise have been precluded by reason of handicap.

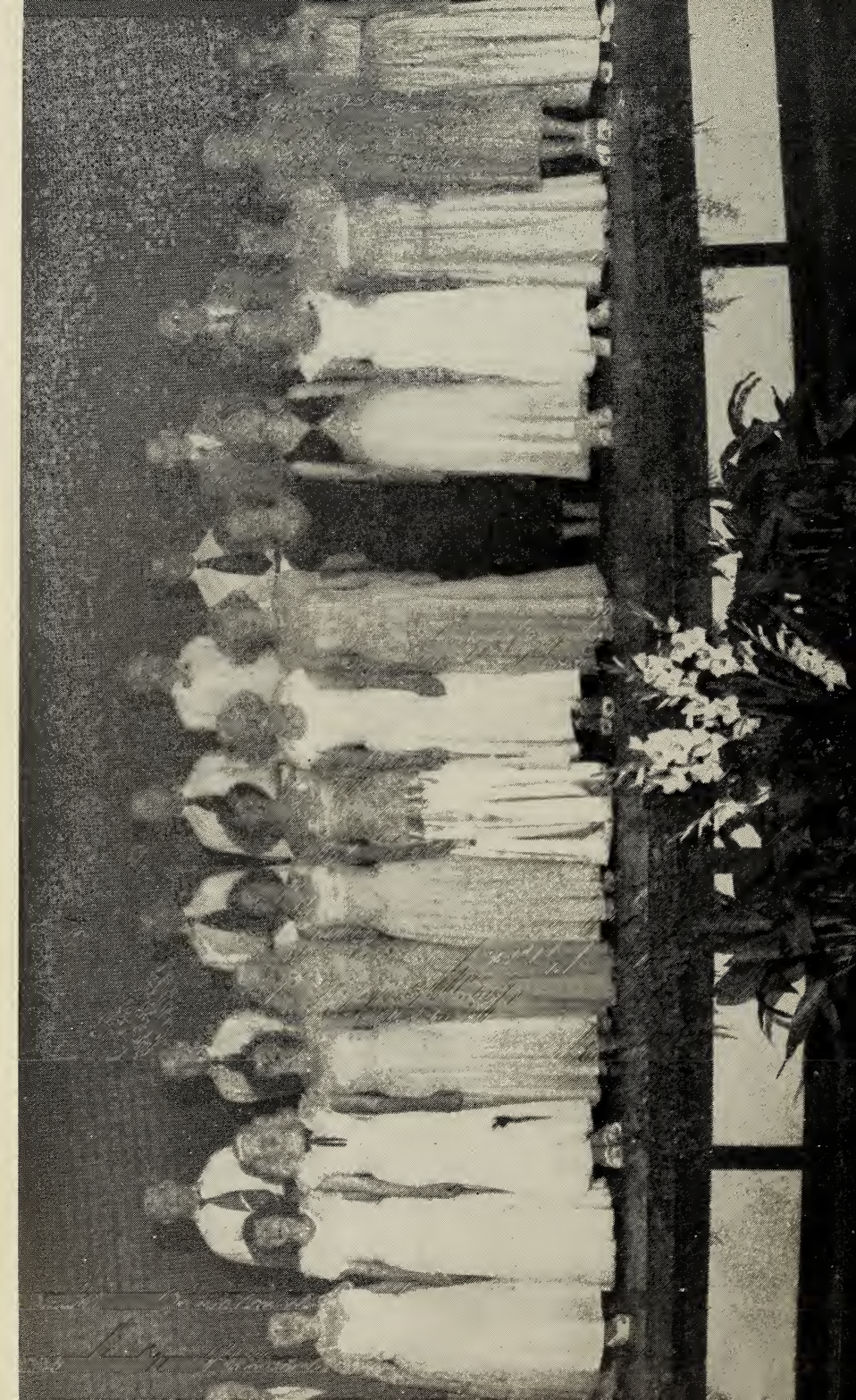
It is germane at this point, Dr. Settles, to thank you for your sensitivity to our needs, your acceptance without demur of our many burdens and your demonstrated devotion to the welfare of the blind.

Respectfully submitted,

JEAN ST. CROIX, *Head Teacher,
Department for the Blind.*



Blind High School Students Enjoying in the Record Playing Room



BRaille LIBRARY

The Braille library contains approximately 7,000 volumes which includes all phases of literature and material and magazines of a current event nature. Many different religious denominations furnish magazines in Braille. A large number of books are kept in the classrooms for supplementary reading. Students in the Department for the Blind usually are voracious readers, and through wide reading obtain a splendid command of English. The Congressional Library in Washington, D. C. and Braille libraries in different parts of the country have a large supply of Braille books covering every subject in which a blind person may be interested. Of course, these books may be borrowed free of charge. Congress recently increased the appropriation for the American Printing House for the Blind from \$125,000.00 per year to \$250,000.00. This increase has long been needed.

The talking book continues to be of much help to the blind and is constantly being improved. Also, more books and different types of literature are being recorded. No other device that has been invented in recent years has been more helpful in bringing information and pleasure to the blind. The problem of educating a blind child is not as difficult as that of educating a deaf child. After a blind child has learned to read Braille and become entirely familiar with it, he can for himself, through extensive reading obtain a large amount of knowledge and general information without too much guidance.

DEPARTMENT OF MUSIC

The school has a very splendidly equipped Department of Music. Every child possessing any musical aptitude is provided with instruction. All children have an opportunity to take part in group singing. Those with special vocal ability are given additional instruction. Some of the children are gifted with vocal or instrumental ability. There are two instructors in the Department of Music; the director of music who teaches piano, voice and choral work and an instructor in violin, string instruments and orchestra.

The school has always had a very splendid orchestra. Pupils in the Department of Music receive invitations during the school year to appear before civic, church groups and other organizations. Radios, pianos and television sets are provided for each dormitory.

DEPARTMENT OF PRE-VOCATIONAL TRAINING

The Industrial Workshop has outgrown its quarters in the old Industrial Building. During 1951 the old service building, formerly used as a laundry, was entirely renovated and converted into a modern industrial workshop for the blind. We consider it outstanding and among the best workshops in the South. Students in this department are taught how to make brooms, mops, mattresses, doormats, and how to do upholstering and chair caning. Articles produced in this department find a ready sale and are greatly in demand by other institutions of the state. Students in this department show a marked efficiency for they know the articles they are producing are sold even before they are produced and must be the best in every way.

The girls in the vocational training department receive training in Home Economics, homemaking, rug weaving, crocheting, basketery and dressmaking.

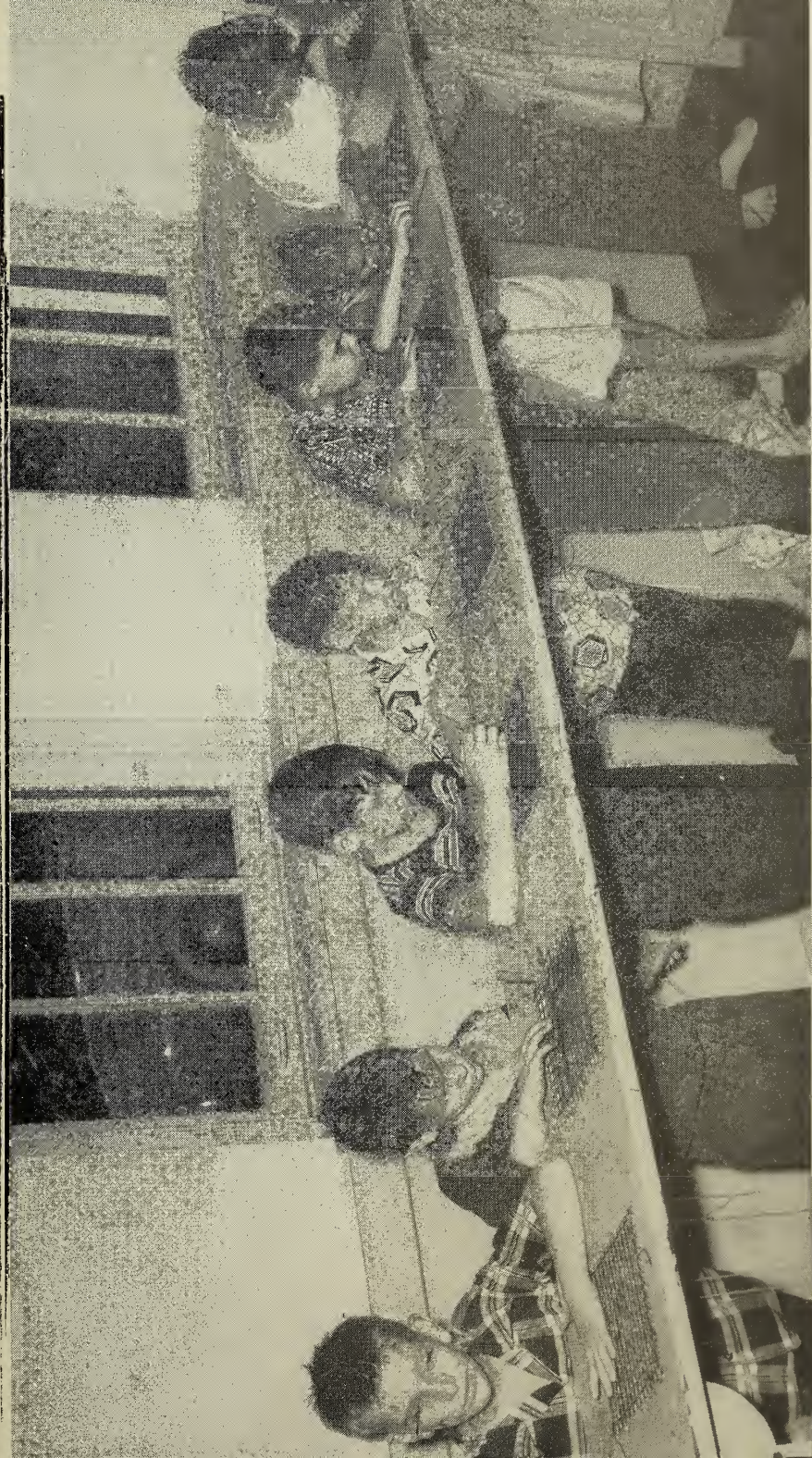
Report of the Workshop for the Blind

DR. C. J. SETTLES, *President*
Florida School for the Deaf and the Blind
St. Augustine, Florida.

DEAR DR. SETTLES:

I am particularly well pleased and gratified with the new workshop for the blind boys which was opened for classes in September. The building is very modern in every respect and I especially like the ventilation, heating and cooling systems; two big window exhaust fans for carrying off dust and lint, and two large circulating fans, which may be used for heating or cooling purposes.

Teaching methods and class instruction have been simplified a great deal, by having all machinery and work tables conveniently located.



Primary Blind Boys Being Trained at the Chair Caning Bench



We now have a first class setup of modern equipment in the shop and have inaugurated a carefully planned program of diversified work for each boy. I am confident, that the following figures which represent the material achievements in the shop for the past two years will be interesting and enlightening. During the past biennium there have been turned out 6 ceiling brooms, 40 hat brooms, 52 hearth brooms, 210 toy brooms, 502 whisk brooms, and 9,725 cottage, house and warehouse brooms. In addition to these products there have been made in the same shop 165 toilet mops and 6,221 scrubbing mops in all sizes. We have also recaned 275 chairs, woven 20 cocoa fiber doormats, renovated and made over 110 mattresses and have upholstered 4 suits of furniture and 7 occasional chairs.

All of the products mentioned above have been sold at a profit, with the exception of the mattresses and doormats, which were needed and used by the school. In concluding this report, I wish to emphasize the fact, that we stress character and personality development among the boys. Vocational adjustment, that is, job success, depends largely upon the individual's honesty, integrity, intelligence, aptitude and personality. Armed with those qualifications success in life will be attained no matter what may be the handicap.

Respectfully submitted,

T. M. GIBBS, *Shop Foreman.*

Report of the Handwork Instructor

DR. C. J. SETTLES, *President*
Florida School for the Deaf and the Blind
St. Augustine, Florida.

DEAR DR. SETTLES:

The past accomplishments of the blind and partially blind have been somewhat inspiring.

Apart from the usual handwork consisting of rug making, knitting, weaving, etc., a large number of girls have learned to sew some for themselves. A few have learned to use the sewing machine and others have learned to sew by hand. With help the girls have made dresses, blouses, playsuits, aprons, and other articles.

During the school year I have had 41 girls enrolled in four classes. Each class meets twice a week. Each child must have special attention to carry on her work successfully. This cannot be done in such a short space of time with such a large group of children.

Sewing and handwork are very essential to a partially blind or blind girl. Not only can they be of pleasure to her after her

school years, but they can also offer a livelihood, in some cases, if the child is given a proper amount of time and attention when in school.

I sincerely hope that in the next year it will be possible to have a special teacher to handle only the sewing and handwork for the Department for the Blind. It is extremely hard for a teacher who carries a load of two grades in the morning to make the desired progress with this vocational work.

As I look back over the work finished I am able to set a definite goal for the coming year. The girls must learn more independence in their work. By independence, I mean knowing how to begin a thing and finish it alone. When they have reached such an accomplishment this work will be very valuable to them out of school.

Respectfully submitted,

DORIS S. HOAGLAND,
Instructor in Handwork.

Report of the Typing Instructor

DR. C. J. SETTLES, *President*
Florida School for the Deaf and the Blind
St. Augustine, Florida.

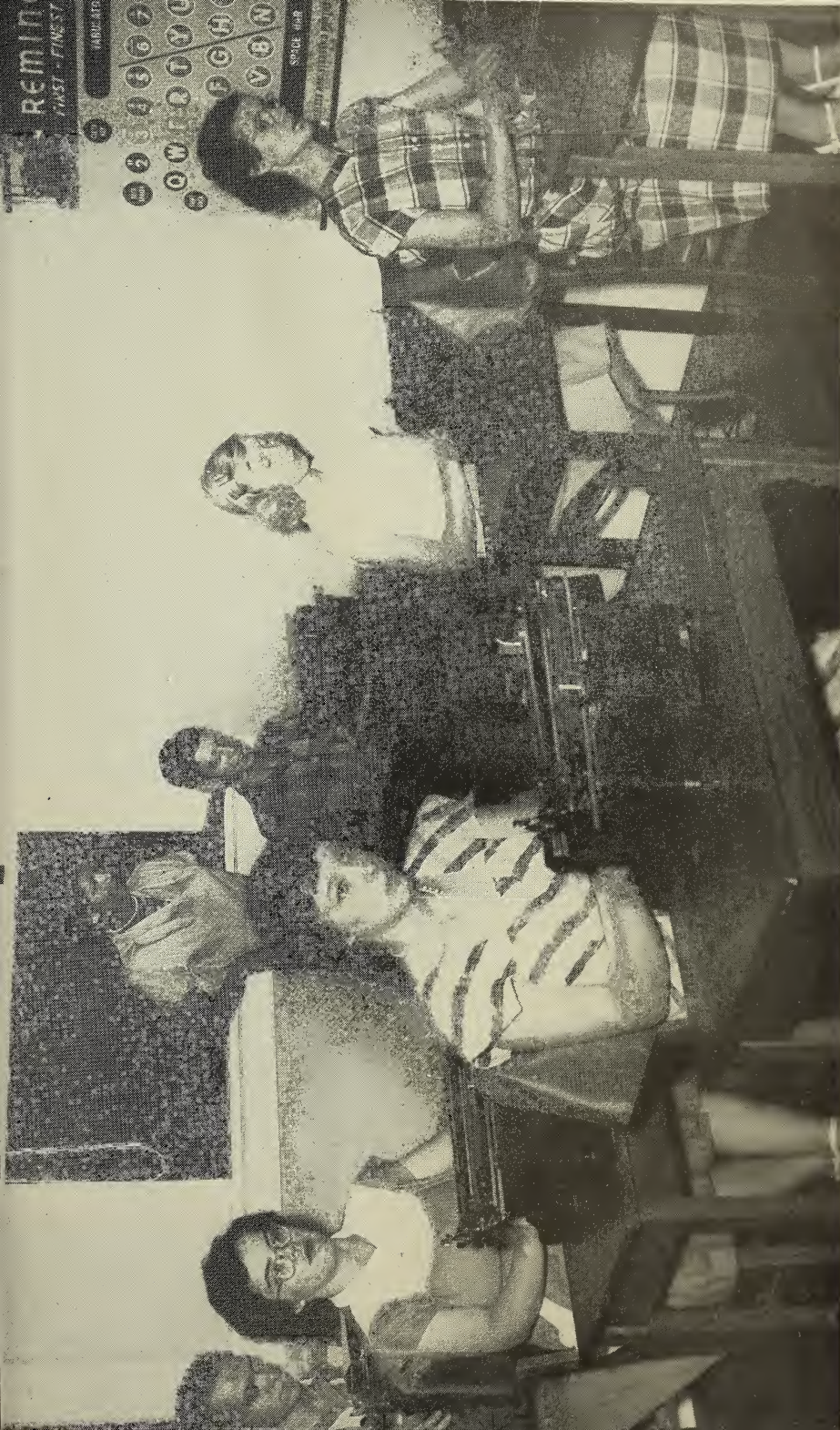
DEAR DR. SETTLES:

This year we have 55 students in the regular typing classes. We have a beginning class of 13 sixth grade students and most of them are doing excellent work. The sixth, seventh and ninth grade students have a regular thirty minute typing period each day in the week. The other classes, consisting of high school students, have two thirty minute class periods each week.

We have thirteen standard typewriters in our department. Two of these machines are sight-saving Underwood machines and are used by students who have some sight. We have four portable typewriters and the students use these machines for special work outside the classroom. All students have access to the typing room during any off period and are able to type letters and class reports.

During this year this department received a valuable gift from two public minded citizens of Jacksonville. This gift consisted of two Ediphone transcribers and one dictating machine. The machines are not new, but are in excellent condition. The Ladies Auxiliary of the Jacksonville Lions Club presented us with a new Edison Master Shaver for the Ediphone cylinders.

Our students follow the regular course of study for typing as nearly as possible. After a few weeks of typing even the begin-



Blind Department High School Typing Class



Older Blind Boys Learning Mattress and Renaiming

ning students type their home letters. Our advanced students reach a typing speed comparable to that of public high school or business college students. As we received the Ediphones late in the year only the senior students took instruction in the use of the machines. Two of our senior girls have become very proficient and, as a result of this training, hope to secure jobs after they are out of school. One of the girls expects to take the Civil Service exams for dictaphone operators in the next few weeks. Next year all of our advanced students will have an opportunity to learn to use the dictaphone machines. Several of our seniors expect to go to college next fall and their knowledge of typing will be of great benefit to them in preparing their assignments.

All of our typewriters need to be completely overhauled and some of them should be turned in for new machines. The constant wear and tear that comes as a result of being used every period in the day by a different student is hard on the machines. As a result of this constant usage we have one or two typewriters out of order or being repaired most of the time. This means that often a student is deprived of his regular typing period as in most of the classes each machine is in use. Since our enrollment has increased we need several more machines and should have two or three more of the sight-saving machines.

However, before we can add additional typewriters we will need a larger room. With the addition of the Ediphone machines to an already crowded room we are very much in need of more space. Our tables and chairs are in very good condition but we should have a very large wall keyboard chart.

I feel that we are accomplishing a great deal in our typing department, but we could accomplish so much more if we had a full time typing teacher. Some of the students who find it difficult to learn to type should be in special classes. This year some of our advanced students have given a period each day to some of the beginning students who found typing especially difficult. These students require a great deal of time and it is impossible to give any student individual attention in a thirty minute class period when there are a number of students in the class.

Respectfully submitted,
JENEVA Y. TOBIN,
Instructor in Typing.

FLORIDA COUNCIL FOR THE BLIND

The Florida Council for the Blind, which was established by the 1941 legislature, is doing a fine job with the adult blind of the state. Its main objectives are: the prevention of blindness; the restoration of sight if possible; and

to aid those without sight to fit into the economic and social life of the state. The organization has met with satisfying success. During each school year representatives from the Florida Council for the Blind come to the school at frequent intervals and confer and advise with each student who will either graduate or leave the school within two years. By such planning the school is able to do a much better job in counseling and guidance and determining the aptitude and attitude of its pupils. It makes the placement program easier and more apt to succeed. A number of graduates and students have been trained to operate vending stands in public buildings in different parts of the state. The Council has rendered splendid cooperation and much help in making it possible for graduates to attend institutions of higher learning.

DOMESTIC DEPARTMENT

The business of giving proper training and efficient care to over five hundred blind or deaf children is a tremendous responsibility, and success can be had through the perfect cooperation of everyone connected with the school. Developing good character and personality is one of the school's most important jobs. Also, proper health habits, courtesy, etiquette and proper manners must be developed and inculcated in the members of the student body.

In charge of the Household Department is a thoroughly trained matron-dietitian who plans wholesome and nutritious meals and supervises the work of the entire Household Department.

Capable housefathers and housemothers, who are carefully chosen because of their educational background, good character and love and interest in children, look after the welfare of the boys and girls during the time they are not in class. The daily program is so arranged that the whereabouts and movements of each child is known each minute of the night or day.

Report of the Matron-Dietitian

DR. C. J. SETTLES, *President*
Florida School for the Deaf and the Blind
St. Augustine, Florida.

DEAR DR. SETTLES:

Since the improvements made in the dining room service and kitchen equipment several years ago, there have been no changes in the physical setup in the Food Service Department. The equipment is in good condition, and there is adequate refrigeration for our needs.

Three times daily approximately 650 children and adults gather in the various dining rooms, where they are served nutritionally balanced meals. In the main room six waitresses and two bus boys serve an average of 228 children. In the adjoining staff dining room two waitresses serve the staff members and visitors. The children in Bloxham, Wartmann, New Primary and Colored School are served in their own buildings; following the master menu with a few minor changes.

Great care is shown, not only in the selection of food, but in its preparation. Only the best raw food is purchased and prepared in our kitchens, and we, who are responsible for the food, realizing that a prime requisite for a learning mind is a healthy body, strive to reach this goal.

At recess time, snacks are served the undernourished children and we are happy to report that this number has shown a marked decrease since beginning of school. In fact, we have a good many overweight children, whose diets should be more controlled.

Attached is the menu for the week of May 4 in which we have attempted to plan according to the Basic Seven and give the children the kind of food they like and will eat.

SUNDAY, MAY 4, 1952

Milk for Pupils. Coffee for Staff.

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Orange Juice	Baked Ham	Sandwiches
Hot Cereal	Candied Whole Sweet	Fruit
Scrambled Eggs	Potatoes	Cookies
Bacon	Buttered Cauliflower	Milk
Toast, Butter	Green Salad	
Marmalade	Bread, Butter	
	Strawberry Ice Cream	



MONDAY, MAY 5, 1952

Fruit Juice	Beef Stew	Potato Chips
Grits	Boiled Potatoes	Tuna Fish, Lettuce and Egg Salad
Sausage	Turnip Greens	Green Beans
Toast, Butter	Lettuce and Tomatoes	Bread, Butter
Apple Butter	Bread	Bread Pudding
	Apricot Halves	

TUESDAY, MAY 6, 1952

Fruit Juice	Steak, Gravy	Italian Spaghetti
Griddle Cakes	Mashed Potatoes	Buttered Peas
Bacon	Smothered Cabbage	Sliced Cucumbers
Butter	Sliced Tomatoes	Bread, Butter
Honey	Bread	Fresh Fruit
	Strawberry Shortcake	

WEDNESDAY, MAY 7, 1952

Fruit Juice	Pork, Gravy	Macaroni and Cheese
Cold Cereal	Dressing	Green Beans
Egg Omelet	Sweet Potatoes	Carrot Strips
Toast, Butter	Buttered Squash	Bread, Butter
Jelly	Mixed Salad	Fruit Jello
	Bread	
	Apple Sauce	

THURSDAY, MAY 8, 1952

Banana	Fried Chicken, Gravy	Great Northern Beans
Grits	Mashed Potatoes	Vienna Sausage
Toast, Butter	Buttered Peas	Okra
Jelly	Head Lettuce with French Dressing	Carrot Strips
	Rolls, Butter	Bread, Catsup
	Vanilla Ice Cream	Sliced Pineapple

FRIDAY, MAY 9, 1952

Fruit Juice	Fried Fish	Escalloped Salmon,
Hot Cereal	Tartar Sauce	Peas and Noodles (Cheese Topping)
Scrambled Eggs	Grits	Chopped Spinach with Hard Boiled Eggs
Toast, Butter	Stewed Tomatoes	Sliced Tomatoes
Strawberry Preserves	Lettuce Salad	Bread, Butter
	Corn Bread, Butter	Candy
	Mixed Fruit	

SATURDAY, MAY 10, 1952

Fruit Juice	Frankfurters	Baked Beans
Cold Cereal	Mashed White Turnips	Buttered Squash
French Toast	Turnip Greens	Apple, Carrot and Raisin Salad
Bacon	Green Salad	Bread, Butter
Honey	Bread, Chill Sauce	Cake
Butter	Fresh Fruit	

HEALTH PROGRAM

The problem of maintaining a proper health program where so many children are congregated together in a large school has many difficulties. However, a careful health program is worked out and the different services are coordinated so that, as a rule, we have a most excellent health program. Many of the children have become afflicted as a result of dreaded childhood diseases which have left them in poor physical condition. When school opens in September a clinic is held in which every child is given a careful examination and if any physical defects are noted, provisions are made at once for proper treatment. The school has a splendid thirty-six bed infirmary which is almost inadequate due to the increase in school population. The hospital staff consists of one medical doctor, one ophthalmologist, one dentist, one registered nurse and one practical nurse. Of course, our health program is better some years than others. Outside the usual epidemic of colds, measles, mumps and other contagious diseases, we do not have many worries about health conditions; however, the past year was an exception and the school had a great amount of illness, none of a serious nature. Most of the work in this department is preventive. The matter of giving a proper diet where so large a number of students, varying in age from six to twenty-one, and all different physical disabilities, is a very difficult task. Much time is given to the proper feeding and recreational facilities for the children. A great deal of time is given to the preparation of the menus, and the preparation of the food. Only food of excellent quality is purchased. It is the desire of the Household Department, under the guidance of a matron-dietitian, to give the children plenty of nutritious food with a plenty supply of milk which is obtained from the school dairy. Also, an effort is made to provide the children's dining rooms with fresh vegetables. As stated above much time is given to the proper preparation, cooking and serving of food.

The first of each month every child is weighed and a permanent record kept. If a child seems to be losing weight and is not quite up to par, he is re-examined by our medical staff and proper remedial measures undertaken. Many



children require special diets. Children who enter school for the first time must present a negative Wasserman Test.

During the school year many children have their tonsils and adenoids removed and also some operations are performed for cataracts. In some cases, when children in the Department for the Blind are fitted with proper glasses, they are able to return to the public schools. On the whole, we have maintained a good health program the past biennium and ascribe our success along this line to careful supervision of the children at all times, proper meal planning, planned recreation, adequate medical attention and sufficient rest periods.

DAILY PROGRAM

While our daily program is very carefully arranged and keeps the children almost too busy, they do have sufficient time for rest, recreation and social life. The schedules are so arranged that the Academic, Vocational and Recreational Departments are properly coordinated. The classroom instruction is carried on from 8 A.M. until 1 P.M. Vocational training is given in the afternoon between the hours of 2 o'clock and 4 o'clock. Physical education program is in charge of the director of boys' physical training and the director of girls' physical training. Every child has some physical training or recreational work. There are no schedules arranged for Saturday afternoon so the older children may use that time as they desire. They usually do their downtown shopping, visit friends and engage in any diversion which they seem to enjoy.

The younger children, who must be supervised at all times, attend movies frequently downtown and do their shopping under the direction of their supervisors.

Both departments of the school have a non-sectarian Sunday School. Children in the Department for the Blind are permitted to attend services in the downtown churches. Each Sunday a non-sectarian church service is held for the students in the Department for the Deaf in the school auditorium. Ministers of the different churches and missionaries to the deaf frequently have charge of these services.

ORDER OF THE DAY

SCHOOL DAYS

Rise	6:00 AM
Breakfast	7:00 AM
School	8:00 AM
Recess	10:45 to 11:00 AM
Close of School	12:50 PM
Dinner	1:00 PM
Shops	2:00 PM
Close of Shops	4:00 PM
Recreation	4:00 to 5:00 PM
Supper	5:45 PM
Study—Blind and Deaf	7:00 to 8:30 PM
Retire—Lights Out	9:30 PM

SATURDAYS

Rise	6:00 AM
Breakfast	7:00 AM
Shops	8:00 AM
Close of Shops	11:00 AM
Dinner	1:00 PM
Supper	5:45 PM
Meeting of Literary Societies	6:30 PM
Retire—Lights Out	9:30 PM

SUNDAYS

Rise	7:00 AM
Breakfast	8:00 AM
Sunday School	9:00 to 10:00 AM
Devotional Exercises	11:00 AM
Dinner	1:15 PM
Refreshments	5:00 PM
Meetings of Christian Edeavor Societies:	
Department for the Blind	5:30 PM
Department for the Deaf	6:30 PM
Retire—Lights Out	9:30 PM

DEPARTMENT OF PHYSICAL EDUCATION

A well organized Department of Physical Education is one of the most important ones in a school of this kind. The school is fortunate in having people in charge of this work who are well educated and well trained. The program includes gymnastics, games, educational hygiene, health

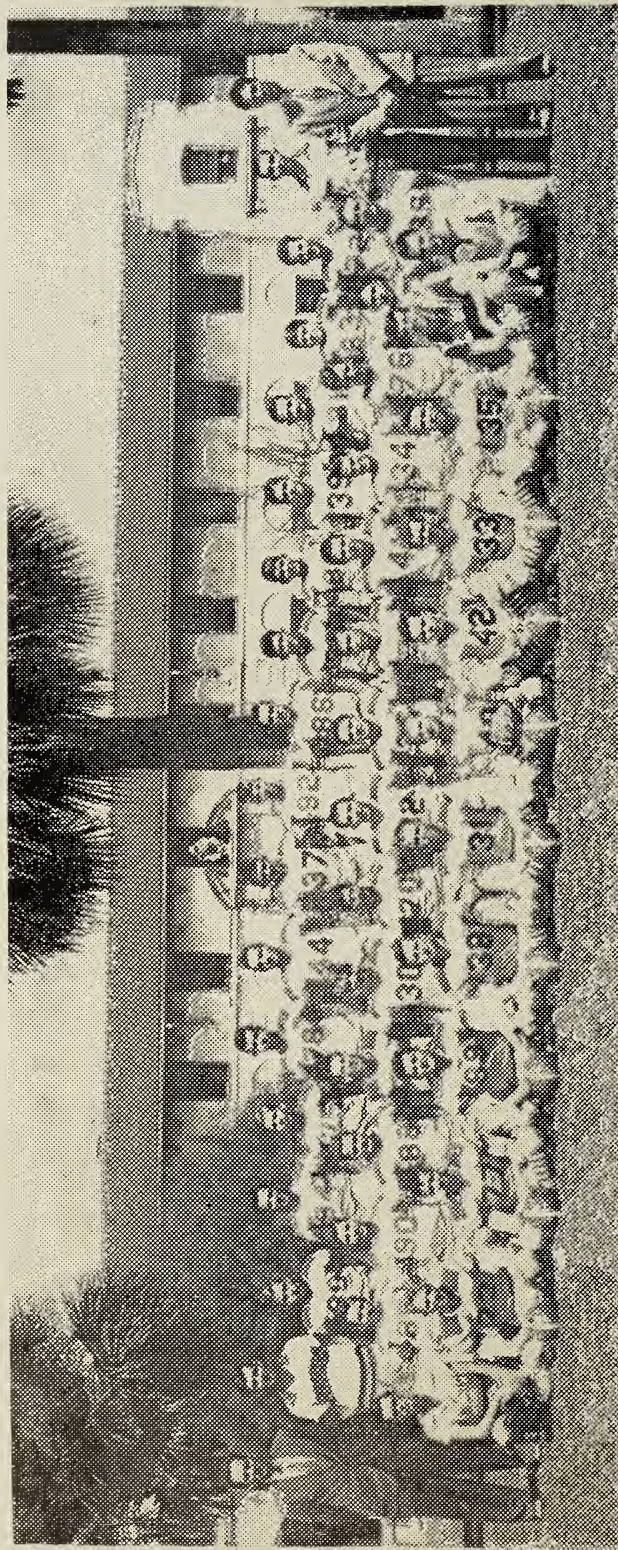


and formal athletics. Due to the fact that many of our student population has been handicapped by dreaded childhood diseases, a well arranged physical education program is of extreme importance. The object of this department is an effort to make our children healthy, strong, happy and efficient. The program includes physical examinations, individual and group gymnastics, organized and unorganized games, folk and social dancing and a great deal of formal instruction in proper health habits. The school has had a very fine record in the number of football games it has won during the biennium. The school arranges boys' and girls' basketball games with nearby public schools. Usually the school plans at least one out of state game each year with some other state school.

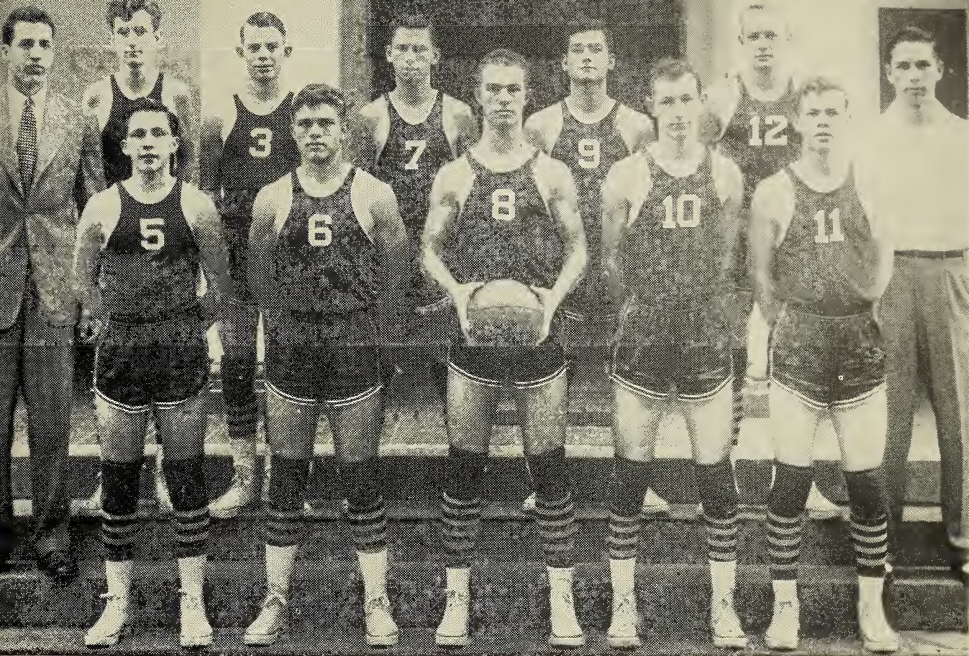
The children in the Primary Department have a carefully planned recreational program. Arrangements are made so that the children receive training in aesthetic and social dances. For many years the school put on a gymnastic ex-

1951-1952 BASKETBALL





1952 FOOTBALL



1951-1952 SCARLETEERS

hibition each spring which coordinated all physical education activities carried on during the school year. In recent years, due to the lack of personnel, it has not been possible to put on these most excellent programs.

DEPARTMENT OF MILITARY TRAINING

For many years the school has carried on military training in a small way for the older boys in the Department for the Deaf. It has an important place in the school in developing good personality traits and developing initiative, securing discipline, alertness, posture and neatness. This group of students has always been very much in demand to take part in parades, patriotic demonstrations and public exhibitions. The boys march with such exact precision that the ordinary person would not recognize they could not hear.

NECROLOGY

Miss Daisy Belle Wilson, who was Director of Music forty years, passed away February 25, 1951. Miss Wilson was outstanding in the work she chose as her profession and her passing is mourned by friends and a large number of alumni of the school who grew up under her guidance.

FARM AND DAIRY

During the past two years the excellent dairy, maintained at the school dairy farm at Casa Cola, about five miles north of St. Augustine, has furnished a plentiful supply of milk for the large school family. The pure bred herd of Jersey cows, consisting of over one hundred head, is one of the outstanding Jersey herds in the state and it is accredited by the federal government as being free from tuberculosis and Bang's disease. This Jersey herd has furnished many excellent offspring to different parts of the state. The school has received several national herd honor roll diplomas for excellent production. The school has also not only been awarded certificates of merit by the Jersey Cattle Club by having one of the outstanding Jersey herds of the state, but it has received several silver trophies. The herd is recognized as one of the outstanding herds in the state. As stated in the last biennial report, while the dairy has been somewhat costly in maintenance, it has been very helpful in providing a balanced diet for the children and has furnished a plentiful supply of pure milk.

IMPROVEMENT PROGRAM

The only building program of a major nature this biennium was the renovation of the Old Laundry Building into a workshop for the blind. This building, which is built of hollow tile and covered with cement plaster, was entirely renovated. On the first floor is found one of the outstanding workshops for the blind in the South. Also, there has been erected on the east side of this building a large room for storage which has been needed for years. The second floor of this building is used for living quarters of male Negro help.

(1) The contract for the new gymnasium was let to Arthur C. Perry Company March 13, 1952 at a base bid of \$321,740.00.

(2) The contract for the Negro girls' dormitory was let to Arthur C. Perry Company on November 15, 1951. The cost of this improvement was \$141,490.00. It is expected

that this dormitory will be ready for occupancy September, 1952.

The usual repair program was carried on during the summer months.

GRADUATES

In May, 1951 there were eight graduates. Department for the Deaf: (1) Wylodean Spell, St. Augustine; (2) Eula Louise Wingard, Miami; (3) Darwin John Holmes, West Palm Beach; and (4) Earl Lee Wise, Cottondale. Department for the Blind: (1) June Kinard, Jacksonville; (2) Robert M. Booth, Plant City; (3) Edward W. Cusic, Jacksonville and (4) Eugene Richards, Miami.

The commencement address was given by Dr. Millard J. Berquist, pastor, First Baptist Church, Tampa, Florida. Dr. Berquist chose as his subject, "Great Lessons Learned From Life." He spoke on the following quotations from great writers:

- (1) Though the mills of God grind slowly, yet they grind exceedingly small.
- (2) The bee fertilizes the flower it robs.
- (3) Whom the gods would destroy they first make mad.
- (4) When it is dark the stars come out.

In May, 1952 there were fifteen graduates. Department for the Deaf: (1) Claudia Barber, Tampa; (2) Donald Eugene Crownover, Miami; (3) Paul Evander Enfinger, Tallahassee; (4) George W. Lee, Lake Mary; (5) Charles Wesley Little, Tampa; (6) Joanna Lynn Williams, Jasper; and (7) Martha Ann Wingard, Miami. Department for the Blind: (1) Leon A. Adams, Pensacola; (2) Roland Howard Blount, Durant; (3) Betty Joyce Connell, Palatka; (4) Robert Eugene Chism, Jacksonville; (5) Helen Jeanette Duncan, High Springs; (6) Ernestdeen Johnson, Crestview; (7) Robert Eugene Martin, Jacksonville and (8) William Henry Turner, Jr., Jacksonville.

Dr. Albert J. Kissling, pastor of the Riverside Presbyterian Church, Jacksonville, Florida gave the commencement address. He chose as his subject, "Bridge Building." Bridge building is an important phase of life, he emphasized,



Department for the White—1952 Graduates

and we are all bridge builders of one kind or another. The graduates have built bridges from their inner lives into the life of the community. By devotion to duty, they have built bridges that endure. Dr. Kissling closed his address by challenging the graduates to be builders of bridges, rendering good in the world.

May, 1951 there were six graduates from the Department for the Colored Deaf: (1) Ernestine Howard, Apopka; (2) Polly Thompson, Delray Beach; (3) Ruby Orlando Wilson, Bristol; (4) Paul Robinson, Jacksonville; (5) Jimmie Thompson, Delroy Beach and (6) James Gibson, Tallahassee.

May, 1952 there were two graduates from the Department for the Colored Blind: (1) Paul Tanner Behn, Jacksonville and (2) Joseph Herman Walker, Opa Locka. There were four graduates from the Department for the Colored Deaf: (1) Thelma Lee Jones, Apopka; (2) Eddie Lee Williams, Jacksonville; (3) Robert Lee Small, Jacksonville; and (4) Henry Daniel Carter, Lake City.

STUDENTS IN INSTITUTIONS OF HIGHER LEARNING

Loma Rafferty, a graduate of our Department for the Blind, graduated from Barry College in June, 1951. Gene Carre of East Palatka is attending the University of Florida. Louise Wingard of Miami is attending Gallaudet College, Washington, D. C. Julianne Wertheim, who graduated from our Department for the Deaf in May, 1947, received her degree from Gallaudet College, Washington, D. C. in June, 1952. Edward W. Cusic of Jacksonville is attending the University of Florida.

Graduates of the school, who have a good record for performance and proper ability and who are interested in a college education, are given a great deal of financial help through scholarship aids to attend institutions of higher learning.

PROFESSIONAL IMPROVEMENT

The President of the School attended the twenty-second regular meeting of the Conference of Executives of American Schools for the Deaf held at the Colorado School for the Deaf and the Blind October 16-20, 1950. He also attended the twenty-third convention of the same organization held at the Arkansas School for the Deaf April 21-25, 1952. At these two conferences many different questions important to administrators of schools for the deaf were discussed. Many valuable suggestions and recommendations were brought back which were found helpful and useful.

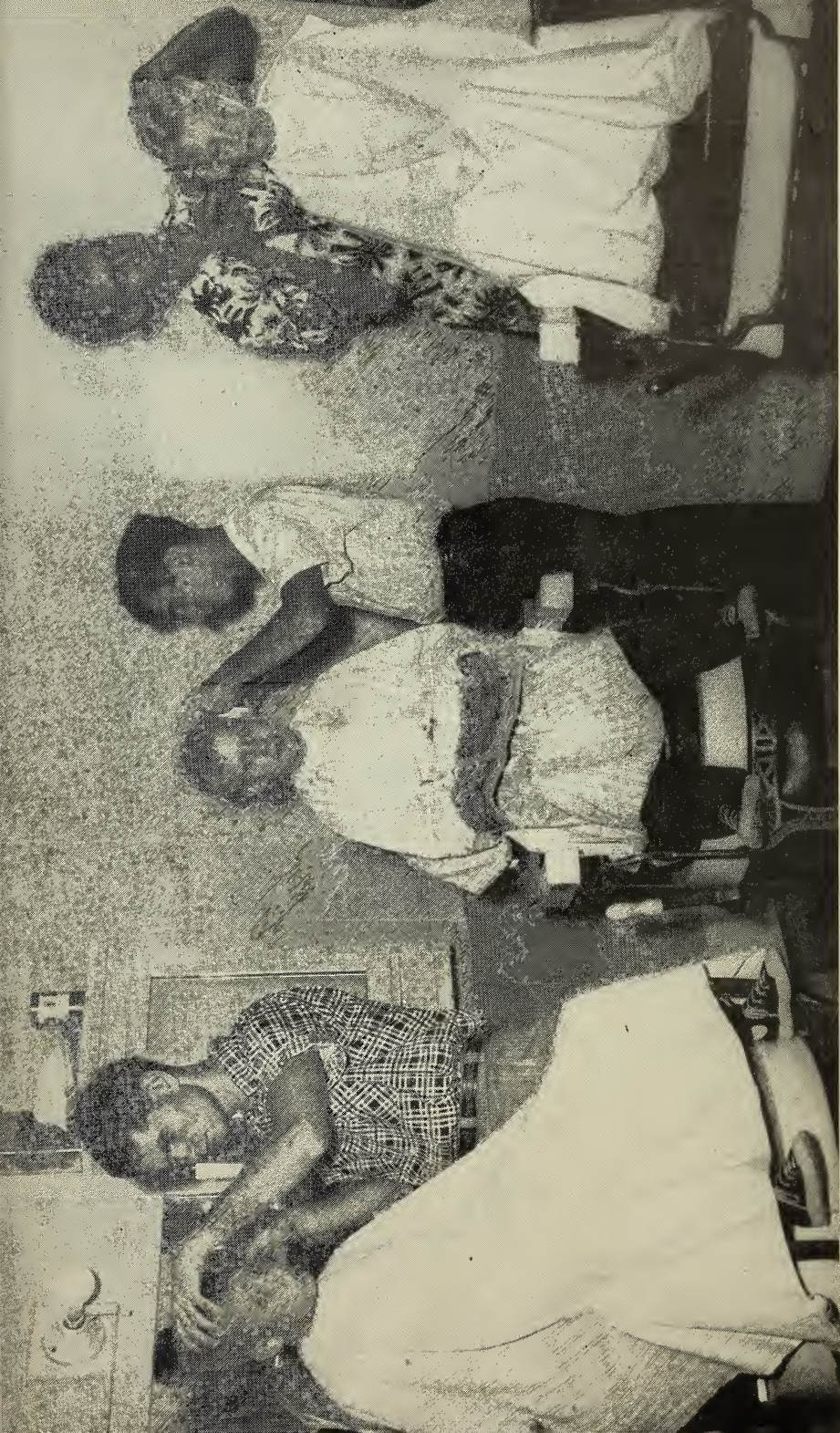
The President of the School attended the thirty-fifth convention of American Instructors of the Deaf held at the Missouri School for the Deaf June 17-22, 1951.

He also was present at the twenty-fifth biennial convention of the American Association of Workers for the Blind, Daytona Beach, Florida June 24-29, 1951.

The President of the School was present at the annual meeting of the Board of Trustees of the American Printing House for the Blind held in Louisville, Kentucky November 13 and 14, 1950.

These different conventions were largely attended by representatives not only from the United States, but many foreign countries and every phase of work of instructing the deaf and the blind was given careful consideration. The profession continues to be deeply interested in audiology, and a great deal of research has been done relative to improving hearing aids and making better equipment for making use of the residual hearing of deaf children.

Members of the staff attending the different conventions were as follows: Miss Imogene Allen; Miss Bessie Pugh; Miss Christine Olson; Miss Emelie Olson; Miss Josephine Olson; Miss Eugenia Burnet; Mrs. Geneva Tobin; Mrs. Doris Hoagland and Mrs. Inez Koger.



Prospective Barbers Have Set Educational Requirements to Meet

RESIGNATIONS AND APPOINTMENTS

The following appointments were made for the 1950-51 school year: Miss Eugenia Burnet, M.Ed., of Utica, Mississippi, who received her training at Western Reserve; Mrs. Helen B. Hudson, B.Ed., of Omaha, Nebraska, who received her training at the North Carolina School for the Deaf; Miss Ann Pohl, M.A., of Flemington, New Jersey, who received her training at the University of Michigan; Miss Joanne Dziuba, M.A., of Posen, Michigan, who received her training at Wayne University; Miss Josephine Olson, B.A., of Bottineau, North Dakota, who received her training at the University of North Dakota; Miss Emelie Olson, B.A., of Bottineau, North Dakota, who received her training at Clarke School; Mrs. Mae Powell of Spartanburg, South Carolina, who received her training at the Woman's College of University of North Carolina; Miss Ada Pagenkopf, B.S., of St. Paul, Minnesota, who received her training at the University of Minnesota; Mr. Leonard Greenfield, of Savannah, Georgia, who received his training at the University of Miami; Miss Maggie Neel Proctor of Rock Hill, South Carolina, who received her training at Columbia University and Miss Anne Wilson, M.A., of Saltsburg, Pennsylvania, who received her training at Lexington School for the Deaf.

The following teachers resigned at the close of the 1950-51 school year: Mr. Edward Carney, to accept a position elsewhere; Mr. Leonard Greenfield, to accept a position elsewhere; Miss Anne Wilson, to accept a position in a day school; Mrs. Eunice Kress, to move north; Miss Frances Vermillion, to accept another position; Mrs. Laura Mays, to take up housekeeping; Mrs. Sarah Temple, to return north; Miss Maggie Neel Proctor, to remain at home; Miss Ada Pagenkopf, to be married, and Mr. Fred Mayhue, who was called to the service.

Appointments for the 1951-52 school year were: Mr. Ronald Edward Rush, M.A., of Glenville, Georgia, who received his training at Gallaudet College; Miss Ann Hereford, M.A., of Corcus, Kentucky, who received her training at Gallaudet College; Miss Helen Douglas, A.B., of St. Augustine, who received her training at Syracuse University; Mrs. Doris DeLong, M.A., of Owosso, Michigan, who

received her training at the University of Michigan; Mr. Kenneth Riley, M.S.E., of Memphis, Tennessee, who received his training at the New York Institute for the Education of the Blind; Miss Helen Jendrasiak, B.A., of Buffalo, New York, who received her training at the University of Buffalo; Miss Hallie Graham, A.B., of St. Augustine, who received her training at Kent University; Miss Doris Prichard, B.A., of St. Augustine, who received her training at Kent University; Miss Virginia McGuirt, B.S., of McColl, South Carolina, who received her training at Winthrop College, Rock Hill, South Carolina; Mrs. Mae Moffatt, B.S., of Detroit, Michigan, who received her training at Wayne University; and Mrs. Mary Robson, M.A., of Toronto, Canada, who received her training at National College Teachers of the Deaf, London, England.

The following teachers resigned at the close of the 1951-52 school year: Miss E. Pinckney Hill, to stay at home; Miss Ann Pohl, to accept another position; Mrs. Loyce Broadbent, to accept another position; Mrs. Doris DeLong, to accept another position; Mr. Kenneth Riley, to return to the New York School for the Blind; Miss Ethel Bruce, to return north and Mrs. Doris Hoagland to accept another position.

SOCIAL AND STUDENT ACTIVITIES PROGRAM

Every effort is made to develop initiative, self-reliance and individual responsibility in the students. A daily program in a residential school must be so arranged that there is plenty of time for leisure, recreation and social activities. The national holidays are celebrated by programs, entertainments, picnics or some other form of social activity. At the close of the school year plans are arranged for the children to visit different places of interest such as Daytona Beach, Jacksonville Beach and Silver Springs. Careful arrangements are made for the children to enjoy outstanding movies, to attend athletic events and also musical programs of different kinds. The children from the Department for the Blind have the privilege of attending musical programs put on by the St. Augustine Civic Music Association. They also, through invitation, have been able to

attend different programs of the Jacksonville Symphony. Older pupils are frequently invited to attend dances and socials.

The Department for the Deaf and the Department for the Blind have a literary society and young people's union. Frequently, ministers of the different churches in St. Augustine have charge of the Christian Endeavor programs. The programs are planned by the students under the direction of faculty sponsors.

Each year an outstanding magician entertains the children and at least one marionette show is contracted for. Picture shows are held in the auditoriums of the Primary and Advanced Departments every two weeks. The development of the social and religious side of the students are given proper attention and is one of our most important duties.

CONCLUSION

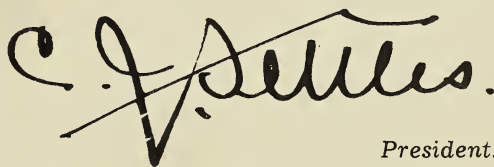
The results of all departments in the school during the past biennium were better than they have been since the war. The school had a better faculty than it had had for sometime; the majority of whom were trained and experienced. The matter of securing well trained, experienced teachers still remains a tremendous problem for not enough young people are going into the work to fill the vacancies. It is practically impossible to obtain properly trained teachers for our field.

The supervising teachers and the faculty, through committees, continue to give a great deal of time and effort to rewriting the course of study in each department, in order that they may be up to date and include the most modern methods and techniques in the education of deaf and blind children. A considerable amount of new equipment was purchased for all departments. Our auditory training program has been strengthened by the addition of several group hearing aids. Also, a great deal of time has been given to our visual education program. The school population was the largest in its history the past two years. and it will continue to grow. It is absolutely necessary

that provisions be made for more personnel, more buildings and a general reorganization of the entire setup.

In bringing this report to a close, it is my desire to express my appreciation to the Governor and State Board of Education for their interest in the many problems confronting the school the past two years. Also, I want to express appreciation to the Board of Control for their interest, encouragement and help on all occasions in making provisions to carry out the difficult job of properly educating our children for useful places in our economic life. Everyone about the school, members of the faculty, Household Department and Maintenance Department have cooperated well in performing their different duties. Without perfect coordination and cooperation the school could have had no measure of success in training our boys and girls for useful careers.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "C. J. Miller." The signature is written in a cursive style with a large, sweeping initial "C" and a long, horizontal stroke extending to the right.

President.

STATEMENT OF RECEIPTS AND DISBURSEMENTS

For 1951-1953 Biennium

	1951-1952	Estimated 1952-1953 which includes Balances forward
SALARIES		
State Appropriation released by		
Budget Commission	\$ 284,450.00	\$ 288,822.08
Disbursements	280,077.92	288,822.08
Balance	4,372.08	None
EXPENSE		
State Appropriation released by		
Budget Commission	237,500.00	278,998.16
Disbursements	221,865.23	278,998.16
Balance	15,634.77	None
INCIDENTAL FUND		
Salaries released by		
Budget Commission	21,533.00	18,000.00
Disbursements	10,277.66	18,000.00
Balance	11,255.34	None
Expense released by		
Budget Commission	455.00	-0-
Disbursements	455.00	-0-
Balance	None	-0-
CAPITAL OUTLAY		
Physical Education Building released		
by Budget Commission	300,000.00	283,985.35
Disbursements	16,014.65	283,985.35
Balance	283,985.35	None
Dormitory Negro Girls released by		
Budget Commission	197,000.00	123,643.30
Disbursements	73,356.70	78,643.30
Balance	123,643.30	45,000.00
Special Equipment and Improvements		
released by Budget Commission	90,000.00	90,734.04
Disbursements	9,265.96	90,734.04
Balance	80,734.04	None
Permanent Building Fund released by		
Budget Commission	3.47	-0-
Disbursements	3.47	-0-
Balance	None	-0-
Total Available all Funds	1,130,941.47	1,084,182.93
Total Disbursements all Funds	611,316.59	1,039,182.93
Total Balances all Funds	519,624.88	45,000.00

WHITE DEAF GRADUATES

- 1898—Artemas Winfred Pope
Cora Carlton
- 1907—Eugenia Wilson
Nettalien Vanderpoel
- 1913—Henry Stephen Austin
Henry Raymond Rou
Willie Harvey Townsend
- 1914—Minnie Violet Clemons
Sarah Virginia Johnson
Roxie Rice Jordan
Charles Edward Manire
- 1918—Laurence Randall
- 1919—Dixie Clyde Fernside
Amelia Theresa Loring
Lalla E. Wilson
Uriel Jones
- 1921—Annie Louise Clemons
Mary Jim Crump
Pearl Helen Holland
- 1926—Majorie K. Egle
Gladys L. Eastman
- 1927—Florian Caligiuri
William A. Hall
Julius L. Meyers
- 1928—Georgette E. Duval
Florence K. Wells
Benjamin F. King
William Edward Clemons
- 1930—Bessie Henderson
- 1931—L. E. Jennings
Dan Long
Warren Wilson
Khaleel Kalal
Antonio Virsida
Robert Hoagland
- 1932—Reba Blackwelder
- 1933—Charles M. McNeilly
Jans Rosier
- 1934—Clara Stevenson
Ethel Crawford
- 1935—Velma Crumbe
Janet Lightbourn
Pauline Register
Loyce Ommie Barfield
Albert Forrest Reeves
Harry Joseph Shaffner, Jr.
Edwin Laurens Bledsoe
- 1938—Thomas Leroy Cooper
Robert Bookter Edwards
Mabel Josephine Johnson
Robert Eugene Polk
Mitchel Abraham Kalal
Annette Long
Harry Leander Moore, Jr.
Carlie Frances Todd
Lorraine Wertheim
- 1939—James Emmett Davis
- 1940—Medora Louise Crowell
Mary Frances Olive
Nathalie Oakley
Lucille W. Brown
Elsie Ann Wiggins
Homer Altman
Charles W. Lockey, Jr.
Sawley Helms
- 1941—John Gordon Gunter, Jr.
Clifford LeRoy White
Raymond Lawrence Keith
Ida Jewell Stevens
Josphine Mary David
Mamie Mary Fazio
- 1934—Elizabeth Rose Crowell
Isabelle Rose Mancill
Henrietta Estelle Davis
Thomas Freder'k Hightower
- 1945—Margaret Hovsepian
Caroline Smoth
Lucille Themis
Evelyn Webb
Roger Fleming
Fletcher Smith
James Pritchard
- 1946—Eugene Carre
- 1947—Rebie Alice Hemperley
Julianne Wertheim
Samuel E. Hinson
John B. Whealton
Harry Creighton Gibbens
Charles B. Good
Miles Otto Chandler
Ralph Sasser
- 1948—Charlotte Haik
Mildred Doris Brown
Alva Dean Christie
Carolyn Marie Hamilton
Lawrence Pitt
Burton T. Anderson
Oscar H. Rawlins

WHITE DEAF GRADUATES — Continued1948—*Continued*

Jay K. Wilson
Edward Alden Trainor
Lloyd Joseph Robbins
Harry Phelps

1949—Jack Rabb

1950—Kendall S. Moore

Jeanne Oblinger
Dale F. Mingo
Clyde H. Cassady

1951—Darwin John Holmes

Wylodean Spell
Eula Louise Wingard
Earl Lee Wise

1952—Claudia Barber

Donald Eugene Crownover
Paul Evander Enfinger
George W. Lee
Charles Wesley Little
Joanna Lynn Williams
Martha Ann Wingard

WHITE BLIND GRADUATES

1908—DeWitt Lightsey

1911—Lucius Emerson

Lula Barfield

1915—Mabel Bates

Pearl Brown
Bessie Sikes

1918—Lola Ashley

Annie Lee Barksdale
Arthur Dye

1922—Rosie Nasrallah

1925—Willie Butler

Frances Johnson

1928—Gladys M. Jones

Stewart M. Yates
Albert H. Macy
Aubrey B. Martin

1930—Helen Salter

Nell Norton

1932—Aileen Grace

Lucy Dent Smith
Alexander Nasrallah
Walter Nasrallah
Ernest Shaheen

1934—Beatrice David

1935—Bernita Flora Gilberstadt

Gladys Louise Murrell
Edwin Joseph Holly

1936—Doris Sabra Hodges

Marvin Robert Barnett

1937—Donald B. Shaefer

1938—Doris Kathryn Reardon

1939—May Stelle

Myrlen J. Jordan
Orian W. Osburn
Leonard Braxton Warren
Marie Dean
Grover Smith

1940—Ethel Stelle

Robert D. May, Jr.
Charles Carl Stattler, Jr.

1941—Buelah Lee Holly

Mary Catherine Scherer
Johnnie Hught Caroll
Raymond Lee McLean

1942—W. A. Ouzts

W. Wallace Lopez
Alice Marian Ogden
Patrice Eileen Forsyth

1943—Clarice Hay

Jacqueline Woodward
John Paul Allen
Joseph Albert Asenjo
Thomas Jackson Arant

1944—Bertha Mae Johns

1945—Elwood McClellan

1946—Fred H. Holly

Carl McCoy
Elouise Register
James Robert Stasch

1947—Loma Catherine Fafferty

1948—Mary Ann Martin

Evelyn Bales
Ava Lee Duncan

1949—Marcus Clayton

Blanche Landrum
George Mozley

WHITE BLIND GRADUATES — Continued

- | | |
|------------------------|---------------------------|
| 1950—Minnie Jean Owens | 1952—Leon A. Adams |
| Herbert H. Sowell | Roland Howard Blount |
| David B. Hendricks | Betty Joyce Connell |
| Arthur Casteel | Robert Eugene Chism |
| | Helen Jeannette Duncan |
| 1951—Robert M. Booth | Ernestdeen Johnson |
| Edward W. Cusic | Robert Eugene Martin |
| June Kinard | William Henry Turner, Jr. |
| Eugene Richards | |

COLORED DEAF GRADUATES

- | | |
|----------------------------|------------------------------|
| 1925—Cary White | 1942—Lonnie L. Williams, Jr. |
| 1932—Annie M. Stevens | 1943—Walter Cole |
| | Junior Newton |
| 1933—Johnnie James | 1945—Roslyn Smith |
| Jennie L. Nelson | Parley Mae Poole |
| Geneva Daniels | Edith Fields |
| | Rosa Mae Pollard |
| 1934—Melda Rawls | Alberta Jackson |
| 1935—Daisy B. Moore | 1946—Jeannie Verlina George |
| Marie Richardson | Benjamin Morris |
| Jessie Lawrence | |
| J. B. Sallet | 1951—James Gibson |
| Fitzhugh White | Ernestine Howard |
| | Paul Robinson |
| 1936—Robert White | Jimmie Thompson |
| Glennie Owens | Polly Thompson |
| Timothy Morris | Ruby Orlando Wilson |
| 1937—Willie Edna Jackson | |
| Ruby Ann Young | 1952—Henry Daniel Carter |
| Willie Edward Danzy | Thelma Lee Jones |
| | Robert Lee Small |
| 1938—Charlie Frank Simmons | Eddie Lee Williams |
| 1939—Barbara Brown | |
| Estella Annie Reid | |

COLORED BLIND GRADUATES

- | | |
|----------------------------|--------------------------------|
| 1914—Louise Jones | 1942—Albert J. Figgs, Jr. |
| 1925—George Hall | 1945—Corrine Robinson |
| | Ernest Kendrick |
| 1928—Reginald Green | 1947—Jeremiah Elliott Randolph |
| Leroy Lundy | James Leonard Kendrick |
| Hebert Moore | James Young |
| 1930—Jodie M. Jackson | |
| 1931—Moses Singleton | 1949—Adalene Bright |
| Washington Jones | Betty Cobb |
| Ernest Lawrence | Vernon Lee |
| 1935—Alexander Hartley | Clarence Nelson |
| 1938—Freddie Irving Rozier | Jeneva Randolph |
| | |
| 1940—Queen E. Williams | 1952—Paul Tanner Behn |
| Ida Mae Williams | Joseph Herman Walker |
| Vera Mae Fleming | |
| Joe Lee Lawrence | |

ROSTER OF WHITE DEAF BOYS

1.	Albritton, Lloyd	Polk
2.	Alford, Herbert	Swannee
3.	Allen, George	St. Johns
4.	Anderson, John Donald	Dade
5.	Aparicio, Edmundo Perdomo	Havana, Cuba
6.	Appin, Raymond	Hillsborough
7.	Arias, Tommy Albert	Hillsborough
8.	Baggett, Benly	Santa Rosa
9.	Barrow, James Robert	Dade
10.	Beaty, David Allen	Hillsborough
11.	Beane, Stacey Douglas	Pinellas
12.	Biggs, William Angus	Volusia
13.	Bland, Huey	Hillsborough
14.	Bonniot, Gerald Wayne	Hillsborough
15.	Bradley, James Kirby	Jackson
16.	Brooker, Niram Edward	Palm Beach
17.	Bynum, Russell	Bay
18.	Calhoun, Jack	Escambia
19.	Carbonell, Jack	Monroe
20.	Carter, Alton	Jackson
21.	Carter, Freddie Carlton	Jackson
22.	Causey, David	Polk
23.	Christopher, Wayne	Duval
24.	Clark, Gary Brooks	Dade
25.	Clement, Leon William	Hillsborough
26.	Clemons, John Elliott	Union
27.	Colley, James Alfred	Putnam
28.	Cooke, Gaston Lafayette, Jr.	Dade
29.	Cox, Joe David	Okaloosa
30.	Crews, Roy	Nassau
31.	Crider, Robert Lee	Bay
32.	Crownover, Donald	Dade
33.	Crutchfield, Elton	Holmes
34.	Davis, Bobby Edward	Pasco
35.	Dawes, Richard Philip	Duval
36.	DeMotte, Roy Earl	Seminole
37.	Dignan, Arthur	Duval
38.	Dignan, Philip	Duval
39.	Donald, Richard Herbert	Duval
40.	Egan, Matthews	Duval
41.	Elliott, Tommy	Orange
42.	Enfinger, Paul	Leon
43.	Fazio, Joseph	St. Johns
44.	Fender, Jimmie	Duval
45.	Firkins, Robert John	Orange
46.	Forcke, Charles	Hillsborough
47.	Forrest, James	Martin
48.	Fraser, George	Duval
49.	Fraser, Walter Lee	Duval
50.	Frederickson, Donald	Hillsborough
51.	Garrett, Robert	Duval
52.	Genton, Harold Dean	Seminole
53.	Glover, Clarence	St. Johns
54.	Graves, Allen	Hillsborough
55.	Green, Paul	Polk
56.	Green, Wilburn	Polk
57.	Greer, Fred	Palm Beach

ROSTER OF WHITE DEAF BOYS—Continued

58.	Gunter, Jack	Escambia
59.	Guy, David	Escambia
60.	Hall, Robert	Escambia
61.	Harper, Raymond	Palm Beach
62.	Harrell, Gerald	Polk
63.	Harrell, Roger	Orange
64.	Harris, Ray	Hillsborough
65.	Hitchcock, Doyle	St. Johns
66.	Hoagland, Robert	Duval
67.	Hogg, Jimmy	Lake
68.	Holliman, Arnold	Alachua
69.	Holloman, Henry Darwin	Hillsborough
70.	Holmes, Darwin	Palm Beach
71.	Holmes, Howard	Palm Beach
72.	Hood, James	Gadsden
73.	Hornsby, Robert	Polk
74.	Hunter, Talmadge Eugene	Hillsborough
75.	Ives, Clarence Edward	Alachua
76.	Jarvis, Sherrill Dean	Hillsborough
77.	Jenkins, Donald	St. Johns
78.	Johnston, Johnnie	Duval
79.	Justice, Donald Leon	Washington
80.	Keller, Jerry	Dade
81.	Kennedy, Lewis Wayne	Polk
82.	King, Robert Benjamin	St. Johns
83.	Kirkland, Lonnie	Polk
84.	Koon, Joe Mack Henry	Duval
85.	Kurtz, Albert Eugene	Duval
86.	Land, Perry Wayne	Orange
87.	Langley, Earl	Gadsden
88.	Langston, Murray	Leon
89.	Lee, George Wilbur	Seminole
90.	Lesch, Jack	Pinellas
91.	Little, Charles Wesley	Hillsborough
92.	Long, Michael Stuart	Broward
93.	Lopez, Michael	Hillsborough
94.	Lord, Clifton Francis	Alachua
95.	Lovering, Archie Emanuel	Collier
96.	McElfresh, Robert	Marion
97.	McElroy, Thomas	Polk
98.	McMullen, Lewis Dallas	Duval
99.	McNab, Robert	Seminole
100.	Martin, Marvin	Polk
101.	Mathews, Aaron Levon	Okaloosa
102.	Metts, William Dewey	Dade
103.	Mills, James Howard	Duval
104.	Moore, Jimmy Daniel	Polk
105.	Mott, Terry Joe	Hillsborough
106.	Musselwhite, Glenn	Hillsborough
107.	Norris, William Earlie	Orange
108.	Oliver, John Henry	Hamilton
109.	Padgett, Earl	Taylor
110.	Parker, Gordon Hollis	Volusia
111.	Parker, William Gerald	St. Johns
112.	Peeples, Jerome Wayne	Duval
113.	Pearl, Thomas Douglas	Orange
114.	Perry, Dallas	Hillsborough

ROSTER OF WHITE DEAF BOYS—Continued

115.	Pert, Ransom Samuel	Escambia
116.	Phillips, David Paul	Polk
117.	Pierce, Elmo	Polk
118.	Poole, Dwight Mitchell	Dade
119.	Pope, Harold	Lake
120.	Proffitt, Glenn	Polk
121.	Rafferty, Joseph	Dade
122.	Reeves, Henry	Broward
123.	Richardson, Robert Earl	Duval
124.	Richardson, Winfred Charles	Dade
125.	Rogers, Oscar Jimmie	Duval
126.	Rutledge, James Hunter	Dade
127.	St. Amant, Ronald	Hillsborough
128.	Sandager, Oliver Keith	St. Johns
129.	Schmidt, Donald	Dade
130.	Scott, Harold	Duval
131.	Scott, William Walter	Dade
132.	Shafer, J. Autry	Pasco
133.	Shockey, Jon Michael	Hillsborough
134.	Singleton, Robert Clayton	Duval
135.	Sistrunk, Paul	Hamilton
136.	Skipper, Billie Joe	Bay
137.	Smith, Donald John	Polk
138.	Smith, George Edward	Duval
139.	Smith, Jack	Dade
140.	Smith, William Bryan	Marion
141.	Spann, Emory	Duval
142.	Stephens, Ronald	Nassau
143.	Stewart, Michael Elmer	Dade
144.	Stokley, Joseph Donald	Leon
145.	Strehle, Homer	Escambia
146.	Thompson, Charles Chester	Monroe
147.	Ulmer, Jahnz	Duval
148.	Vickers, James	Broward
149.	Vinson, David	Wakulla
150.	Ware, Stanley, G.	Dade
151.	Wehking, Lawrence	St. Johns
152.	Wells, Bobbie	Polk
153.	Whitehurst, Billy	Hillsborough
154.	Whitehurst, Wayne	Hillsborough
155.	Wilcox, Roy Earl	Hillsborough
156.	Williams, George Paul	Baker
157.	Willis, Bobbie	Duval
158.	Wilmot, Earnest Alonzo	Duval
159.	Wise, Earl	Jackson
160.	Wise, Marvin	Jackson
161.	Wynn, John	Dade
162.	Yassney, James Gary	Hillsborough
163.	Zenz, Freddie Otis	Dade

ROSTER OF WHITE DEAF GIRLS

1.	Allen, Ruby Nell	Orange
2.	Anderson, Rose Marie	Monroe
3.	Atwell, Bettie Ruth	Holmes
4.	Ayendes, Evangeline Allende	Hillsborough
5.	Bailey, Frances	Bay
6.	Barber, Claudia Jane	Hillsborough
7.	Barber, Elvina	DeSoto
8.	Bass, Louette	Collier
9.	Belcher, Barbara Ann	Lake
10.	Bishop, Helene Shirely	Dade
11.	Blackmon, Mary Nell	Santa Rosa
12.	Brooks, Gloria	Dixie
13.	Broom, Eloise	Washington
14.	Brown, Virginia Lulu	Gilchrist
15.	Bryan, Fredia	Duval
16.	Bryan, Rosalee	Duval
17.	Bryant, Linda	Suwannee
18.	Burdges, Jo Ann	Clay
19.	Burkhard, Marilee,	Hillsborough
20.	Butler, Winona	Gadsden
21.	Campbell, Joyce	St. Johns
22.	Capitano, Frances	Hillsborough
23.	Carrico, Judith Ann	Duval
24.	Carroll, Jenett	Polk
25.	Cass, Jessie Elizabeth	Dade
26.	Cassida, Lily Corinne	Walton
27.	Chaney, Deloras	Nassau
28.	Chaney, Sarah	Nassau
29.	Cheatham, Brenda M.	Dade
30.	Clemons, Elizabeth Ann	St. Johns
31.	Commander, Juanita	Walton
32.	Cook, Barbara	Palm Beach
33.	Corbett, Patricia Ann	Volusia
34.	Crews, Jenefure	Putnam
35.	Crews, Marilyn Yvonne	Nassau
36.	Crutchley, Helen Joyce	Brevard
37.	Dale, Elizabeth	St. Johns
38.	Dale, Nadine	Jackson
39.	Dawkins, Bettye Joann	Gulf
40.	Deal, Martha Lois	Washington
41.	DeLotte, Mary Elizabeth	Dixie
42.	Dorr, Mary Kathleen	Pinellas
43.	Driggers, Peggy Ann	Gilchrist
44.	Ducksworth, Helen	Lafayette
45.	Edwards, Katherine	Dade
46.	Fair, Emma Sue	St. Johns
47.	Feinberg, Beatrice	Duval
48.	Finley, Margaret	Orange
49.	Fisher, Barbara Ann	Polk
50.	Fowler, Fay	Lake
51.	Gay, Caroline	Hillsborough
52.	Genton, Dore Ann	Seminole
53.	Godwin, Joyce	Escambia
54.	Gore, Willie Jane	Gilchrist
55.	Gray, Amy Penelope	St. Johns
56.	Gray, Joyce	St. Johns
57.	Gulsby, Pamela Leona	Escambia

ROSTER OF WHITE DEAF GIRLS—Continued

58.	Hansen, Joanne	Hillsborough
59.	Hair, Pearl Jeanette	Duval
60.	Harper, Glenda Fay	Palm Beach
61.	Harris, Betty Ruth	Santa Rosa
62.	Harris, Marilyn	Duval
63.	Hartsfield, Marlene	St. Lucie
64.	Hayes, Sandra Carol	Palm Beach
65.	Hedge, Donna Deane	Monroe
66.	Hinson, Rose Marie	Dade
67.	Hoagland, Mary	Duval
68.	Hodges, Dedra	Duval
69.	Hogg, Elnora Fae	Lake
70.	Holland, Virginia	Indian River
71.	Holmes, Carole	Palm Beach
72.	Horne, Judy	Dade
73.	Hudson, Clara Belle	Polk
74.	Hutchinson, Jacqueline	Volusia
75.	Hutchinson, Patricia	Brevard
76.	Johns, Merle	Duval
77.	Johnson, Virginia Faye	Hillsborough
78.	Kessinger, Sandra Lee	Escambia
79.	King, Laura Nan	Duval
80.	Klenk, Gretchen	St. Johns
81.	Klipstine, Janell	St. Johns
82.	Kress, Sandra	Volusia
83.	LaCroix, Lila	Broward
84.	LaMonaca, Josephine	Volusia
85.	Lingo, Judith Ann	Hillsborough
86.	Lovering, Edna Christine	Collier
87.	Luke, Patricia Ann	Volusia
88.	McDonald, Dorothy	Lake
89.	McDowall, Rosemary	Alachua
90.	McFarland, Carolyn Latrelle	Hillsborough
91.	McGee, Rozelle	Hillsborough
92.	McPhail, Robin	Dade
93.	Mackendree, Barbara Ann	Dade
94.	Martin, Anita Gail	Duval
95.	Mendenhall, Edna Mae	Dade
96.	Metts, Mary	Dade
97.	Milord, Judy Helen	Duval
98.	Mobley, Russine	Dade
99.	Moody, Mary Agnes	Lake
100.	Murphy, Lois Ann	Walton
101.	Murphy, Velma Ann	Dade
102.	Murphy, Willie Mae	Walton
103.	Myers, Martha Yvonia	Polk
104.	Napier, Sina Louise	Clay
105.	Neely, Velma Lee	Hernando
106.	Nelson, Edna Mildred	Pasco
107.	Nutt, Sandra	Lake
108.	Oliveras, Joyce	St. Johns
109.	Parnell, Eloise	Columbia
110.	Parrish, Mable	Columbia
111.	Peeples, Phyllis	Palm Beach
112.	Peters, Wanda	Jackson
113.	Pope, Annie Merl	Lake
114.	Preacher, Marion	St. Johns

ROSTER OF WHITE DEAF GIRLS—Continued

115.	Read, Barbara Jean	DeSoto
116.	Read, Joyce	DeSoto
117.	Register, Betty Ellen	Putnam
118.	Roberson, Betty Jo	Putnam
119.	Roberts, Artha Rae	St. Johns
120.	Roberts, Margaret	Duval
121.	Rollins, Beverly Ann	Duval
122.	Sellers, Naomi Janell	Nassau
123.	Shaw, Loretta	Hillsborough
124.	Shreve, Linda Anita	Duval
125.	Slappey, Marilyn Virginia	Duval
126.	Slappey, Sue Ann	Duval
127.	Smith, Altean Constance	Duval
128.	Smith, Annie Lee	Volusia
129.	Smith, Ida Irene	Polk
130.	Snowden, Gloria Jean	Brevard
131.	Spell, Lawanna Gail	St. Johns
132.	Spell, Mary	St. Johns
133.	Spell, Wylodean	St. Johns
134.	Spivey, Carolyn	Hillsborough
135.	Stephens, Sharon	Dade
136.	Stover, Barbara	Volusia
137.	Syfrett, Evelyn	Lee
138.	Tepper, Darlene	Pinellas
139.	Thaggard, Roberta	Dade
140.	Thomas, Sandra	Orange
141.	Walls, Susan	Dade
142.	Williams, Helen	Hamilton
143.	Williams, Joanna	Hamilton
144.	Wingard, Eula Louise	Dade
145.	Wingard, Martha Ann	Dade
146.	Wingard, Sally Gay	Dade
147.	Wise, Lois	Jackson
148.	Woolery, Judy Mae	Duval
149.	Yates, Eva Christine	Charlotte
150.	Young, Peggy	Dade
151.	Ziglar, Sandra Lee	Manatee

ROSTER OF WHITE BLIND BOYS

1.	Abercrombie, Ronald	Hillsborough
2.	Adams, Billy Joe	Escambia
3.	Adams, Clifford	Escambia
4.	Adams, James Mickey	Escambia
5.	Adams, Leon	Escambia
6.	Alluisi, Albert Thomas	Duval
7.	Andrews, Robert Lee	Dade
8.	Blount, Roland Howard	Hillsborough
9.	Booth, Robert Marion	Hillsborough
10.	Bowen, James Shelton	Duval
11.	Bratcher, Glenn Dale	Flagler
12.	Brown, Elbert Charles	Gilchrist
13.	Brown, James Buford	Calhoun
14.	Brown, William Earl	Orange
15.	Butler, Albert	Polk

ROSTER OF WHITE BLIND BOYS—Continued

16.	Carter, Charles Henry	St. Johns
17.	Chism, Bobby Eugene	Duval
18.	Colvin, Oscar	Duval
19.	Corbin, Johnny	Suwannee
20.	Corbin, Lewis Clayton	Jackson
21.	Corbin, Stafford	Suwannee
22.	Crider, Edward	Duval
23.	Cusic, Edward	Duval
24.	Davis, Billie Gene	Washington
25.	Faglie, Kenneth Martin	Jefferson
26.	Faison, Linzey Royal	St. Johns
27.	Fillyaw, Thomas Hunter	Union
28.	Glisson, Chandler	Jackson
29.	Gorman, Roy Calvin	Duval
30.	Griffin, Joseph Eugene	Polk
31.	Grooms, Charles	Putnam
32.	Guthrie, James Clyde	Polk
33.	Hamer, Edward	Dade
34.	Herold, Dewey	Gadsden
35.	Herrera, Daniel	Hillsborough
36.	Hirschman, Gene Edward	Duval
37.	Jacobs, William	Volusia
38.	Janak, Lawrence	Dade
39.	Johnson, George Henry	Palm Beach
40.	Kaley, James	Polk
41.	Kean, Robert	Pasco
42.	Lanier, Norman Wayne	Polk
43.	Lourcey, Kenneth Jerome	Duval
44.	Love, James Theo	Polk
45.	McCellan, Earl Jackson	St. Johns
46.	McFarland, Charles Edward	Calhoun
47.	Magnasco, Jerry Collins	Hillsborough
48.	Mansell, Everett	Hillsborough
49.	Martin, Robert Eugene	Duval
50.	Mauldin, Ewell	Bay
51.	Maxwell, Douglas	Duval
52.	Merritt, James	Madison
53.	Mills, Herman Lester	Palm Beach
54.	Nausley, Ronald	Broward
55.	Olson, Eric Stephen	Hillsborough
56.	Pittman, Dennis	Broward
57.	Pittman, Gordon	Charlotte
58.	Renfro, Ronald	Polk
59.	Richards, Howard Eugene	Dade
60.	Snyder, Richard	Broward
61.	Stanley, Edwin Joda	Duval
62.	Starfas, George	Duval
63.	Statham, John	Clay
64.	Stringham Wiley	Orange
65.	Taylor, Warren Hershel	Palm Beach
66.	Turner, William	Duval
67.	Usina, Roy	St. Johns
68.	Vidou, Jackie	Dade
69.	Weigle, Robert	Gilchrist
70.	Williams, Francis Lawton	Indian River

ROSTER OF WHITE BLIND GIRLS

1.	Anderson, Louise	Duval
2.	Barnwell, Mary Jane	Palm Beach
3.	Bishop, Elizabeth	Madison
4.	Clary, Janet	Duval
5.	Cobb, Pauline	Baker
6.	Connell, Joyce	Putnam
7.	Cothran, Margaret	Highlands
8.	Davis, Emogene	Holmes
9.	DeArk, Julia Ann	Orange
10.	Dillard, Patty Marie	Lake
11.	Doss, Betty Cole	Bay
12.	Duncan, Jeanette	Alachua
13.	Eakins, Martha Jean	Hillsborough
14.	Fish, Jeanine	Orange
15.	Glass, Jeanette Marie	Hillsborough
16.	Harrison, Shirley Diane	Citrus
17.	Hess, Elizabeth	Palm Beach
18.	Inglett, Mary Elizabeth	Broward
19.	Johnson, Earnestdeen	Escambia
20.	Kemp, Ruthlyn	Palm Beach
21.	Kight, Vera Elaine	Volusia
22.	Kinard, Alice June	Duval
23.	Kjellesvik, Norma Jean	St. Johns
24.	Lanier, Myra	Hardee
25.	McCormick, Evelyn	Lee
26.	McNair, Janet	Sarasota
27.	Meadows, Pauline	Duval
28.	Moon, Estly Lee	Lake
29.	Mullis, Henrietta	Collier
30.	Musselwhite, Winifred	Putnam
31.	Napier, Bertha Ellen	St. Johns
32.	Napier, Willie Lee	St. Johns
33.	Pinder, Marilyn	Dade
34.	Proctor, Donna Mae	Putnam
35.	Ray, Rebecca Jo	Orange
36.	Richerson, Bessie Mezzell	Escambia
37.	Russell, Nancy Leah	Dade
38.	Smith, Barbara Ann	Hamilton
39.	Smith, Betty Sue	Palm Beach
40.	Smith, Lala Leonora	Hamilton
41.	Smith, Miriam Isabelle	St. Johns
42.	Smith, Johnnie Pearl	Calhoun
43.	Scott, Mary Elaine	Hillsborough
44.	Sparkman, Sandra	Dade
45.	Stevens, Mitzi	Duval
46.	Tyner, Shirley Jean	Okaloosa
47.	Underwood, Shirley	Duval
48.	Wilcox, Sarah	Hillsborough
49.	Woodard, Wanda	Dade

ROSTER OF COLORED DEAF BOYS

1.	Allen, Reginald	Palm Beach
2.	Baine, James	Dade
3.	Baker, Blondenia	Duval
4.	Brown, Charles Robert	Duval
5.	Bryant, Lewis Thomas	Pinellas
6.	Bunion, Ellis	Gadsden
7.	Bunion, Fred	Gadsden
8.	Bunion, Waitess	Gadsden
9.	Byrd, Arthres	Leon
10.	Byrd, James	Duval
11.	Carter, Henry	Columbia
12.	Coe, Raymond	Leon
13.	Cummings, James	Dade
14.	Danzy, Alexander	Alachua
15.	Davis, Ira Phillip	Dade
16.	Dixon, Herbert Lee	Polk
17.	Freeman, Ulysis	Seminole
18.	Gibson, James	Leon
19.	Green, Austin Oscar	Polk
20.	Grimes, Lathell	Marion
21.	Hawkins, Charles	Duval
22.	Hill, Clemson	Putnam
23.	Holmes, Albert	Union
24.	Irving, Alfonster	Clay
25.	Irving, Robert O.	Alachua
26.	Jackson, Sherman	Washington
27.	Kellam, Booker T.	Sarasota
28.	Killings, Tommy Lee	Duval
29.	Lewis, Walter	Sarasota
30.	Robinson, Herbert	Alachua
31.	Robinson, Louis Edward	Bay
32.	Robinson, Paul	Duval
33.	Roddy, Elisha	DeSoto
34.	Slater, Henry	Wakulla
35.	Small, Robert Lee	Duval
36.	Sims, James Edward	Gulf
37.	Thompson, Jimmy	Palm Beach
38.	West, John Wesley	Highlands
39.	White, Johnnie Lee	Broward
40.	Williams, Bobbie	St. Johns
41.	Williams, Eddie Lee	Duval
42.	Williams, Jesse	Polk
43.	Williams, Thomas	Alachua
44.	Wolfe, Eddie	Volusia

ROSTER OF COLORED DEAF GIRLS

1.	Alexander, Mary Alice	Polk
2.	Banks, Mae C.	Alachua
3.	Barker, L. D.	Bay
4.	Bennett, Grace	Duval
5.	Borders, Annette	Polk
6.	Brewington, Florence	Duval
7.	Brown, Nora Lee	Washington
8.	Burton, Estelle	Pinellas
9.	Campbell, Christine	Dade

ROSTER OF COLORED DEAF GIRLS—Continued

10.	Collins, Evelyn	Polk
11.	Douglas, Johnnie Mae	Dade
12.	Farmer, Bertha Lee	Dade
13.	Florence, Calnoisa	Marion
14.	French, Tommie Marie	Duval
15.	Glover, Della Mae	Duval
16.	Gould, Rosette	St. Johns
17.	Griffin, Lottie Ruth	Dade
18.	Gyton, Bobbie Jean	Palm Beach
19.	Harris, Theresa Mae	DeSoto
20.	Harris, Viola	Duval
21.	Honors, Betty Ruth	Hillsborough
22.	Howard, Earnestine	Alachua
23.	Johnson, Frenessee	Hillsborough
24.	Johnson, Mae Frances	Dade
25.	Jones, Annie Lou	Hillsborough
26.	Jones, Thelma	Orange
27.	Lewis, Virginia Ball	Alachua
28.	McGowan, Johnnie Mae	Lake
29.	Mackey, Blanche	Suwannee
30.	Moore, Essie Mae	Leon
31.	Moore, Lige Lee	Leon
32.	Neal, Marie	Osceola
33.	Nelson, Bernita	Pasco
34.	Parker, Marie	Broward
35.	Phillips, Ethel Mae	Broward
36.	Ritchie, Annette	Dade
37.	Smith, Katherine F.	Sarasoto
38.	Smith, Phyllis	Palm Beach
39.	Smith, Sadie	Orange
40.	Thompson, Polly	Palm Beach
41.	Turner, Daisy Bell	Orange
42.	Watkins, Anita	Lake
43.	Watts, Katherine Virginia	Palm Beach
44.	White, Cornelia	St. Johns
45.	Williams, Dorothy Mae	Palm Beach
46.	Wilson, Ruby	Calhoun
47.	Wilson, Shirley Jean	Palm Beach
48.	Yearby, Barbara Jean	Orange

ROSTER OF COLORED BLIND BOYS

1.	Ashley, Theodore	Seminole
2.	Atkins, Charles	Volusia
3.	Behn, Paul	Duval
4.	Bell, Clarence	Gulf
5.	Bellamy, Franklin	Madison
6.	Belton, Oscar	Hillsborough
7.	Bennett, Roy Chester	Palm Beach
8.	Bethel, Charles	Palm Beach
9.	Branch, Charles Baken	Broward
10.	Brown, Willie	Orange
11.	Critton, Willie Frank	Pinellas
12.	Dixon, Henry	Alachua
13.	Dukes, Thomas	Volusia
14.	Fisher, Willie	Sumter

ROSTER OF COLORED BLIND BOYS—Continued

15.	Garrett, Henry Lee	Hillsborough
16.	Grant, Brice	Duval
17.	Green, Woodrow	Palm Beach
18.	Hines, Willie	Alachua
19.	Jackson, Roosevelt	Hamilton
20.	James, William	Suwannee
21.	Jenkins, Ernest Leroy	Palm Beach
22.	Link, Harvey	Putnam
23.	McDaniel, Dolphus	Madison
24.	Moore, Freddie Lee	Pinellas
25.	Platt, Calvin	Charlotte
26.	Reeves, Benjamin	Hillsborough
27.	Robinson, William Charles	Hillsborough
28.	Rogers, Nemon Elton	Duval
29.	Seabrooks, Albert	Jefferson
30.	Small, Lincoln	Glades
31.	Sparks, Leroy	Seminole
32.	Taylor, Edward	Palm Beach
33.	Walker, Joseph	Dade
34.	Weems, Robert	Marion
35.	White, John D.	Marion
36.	Williams, Arthur	Alachua
37.	Williams, Earl	Alachua
38.	Williams, Edward	Indian River
39.	Williams, Fred Lee	Pinellas
40.	Wimberly, Willie James	Broward
41.	Young, Willie James	Escambia

ROSTER OF COLORED BLIND GIRLS

1.	Dixon, Vera	Alachua
2.	Elliott, Aline	Seminole
3.	Griffin, Betty Lou	Sarasota
4.	Howard, Jeanette	Levy
5.	Moss, Jane Evelyn	Broward
6.	Peterson, Floris	Alachua
7.	Pettis, Evelyn	Palm Beach
8.	Stallworth, Jacqueline	Escambia
9.	Sturupp, Julia	Dade
10.	Wilkerson, Lilla	Marion

EXECUTIVE HEADS

SINCE THE FOUNDATION OF THE
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
SAINT AUGUSTINE, FLORIDA

PARK TERRELL	Superintendent	1885—1890
W. A. CALDWELL	Superintendent	1890—1893
H. N. FELKEL	Superintendent	1893—1897
FREDERICK PASCO	Superintendent	1897—1900
W. B. HARE	Superintendent	1900—1906
ALBERT H. WALKER	President	1906—1927
W. LAURENCE WALKER, JR. ..	Acting President	{ Nov. 22, 1927 to July 1, 1928
ALFRED L. BROWN	President	1928—1932
CLARENCE J. SETTLES	President	1932—1952



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1950/52

PRESIDENT'S BIENNIAL REPORT — 1952-1954

FLORIDA STATE SCHOOL FOR THE DEAF AND THE BLIND

SAINT AUGUSTINE, FLORIDA



Florida State Board of Control

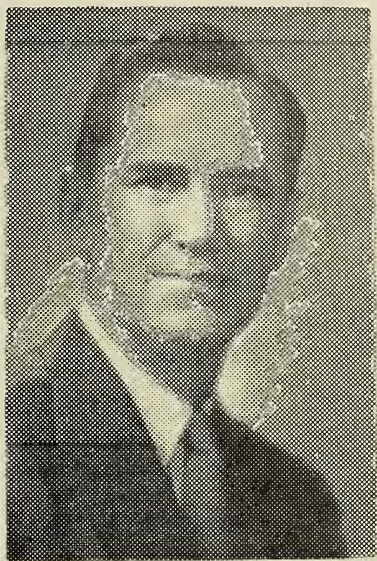
HON. J. LEE BALLARD, Chairman, St. Petersburg Beach
HON. W. GLENN MILLER, Vice-Chairman, Monticello
HON. HOLLIS RINEHART, Miami
MRS. JESSIE BALL duPONT, Jacksonville

HON. FRED H. KENT, Jacksonville
HON. RALPH L. MILLER, Plymouth
HON. ROBERT H. GORE, SR., Fort Lauderdale
HON. J. B. CULPEPPER, Executive Secretary, Tallahassee

WILLIAM F. POWERS, Former Executive Secretary

PRINTING DEPARTMENT
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
SAINT AUGUSTINE, FLORIDA

ADMINISTRATION



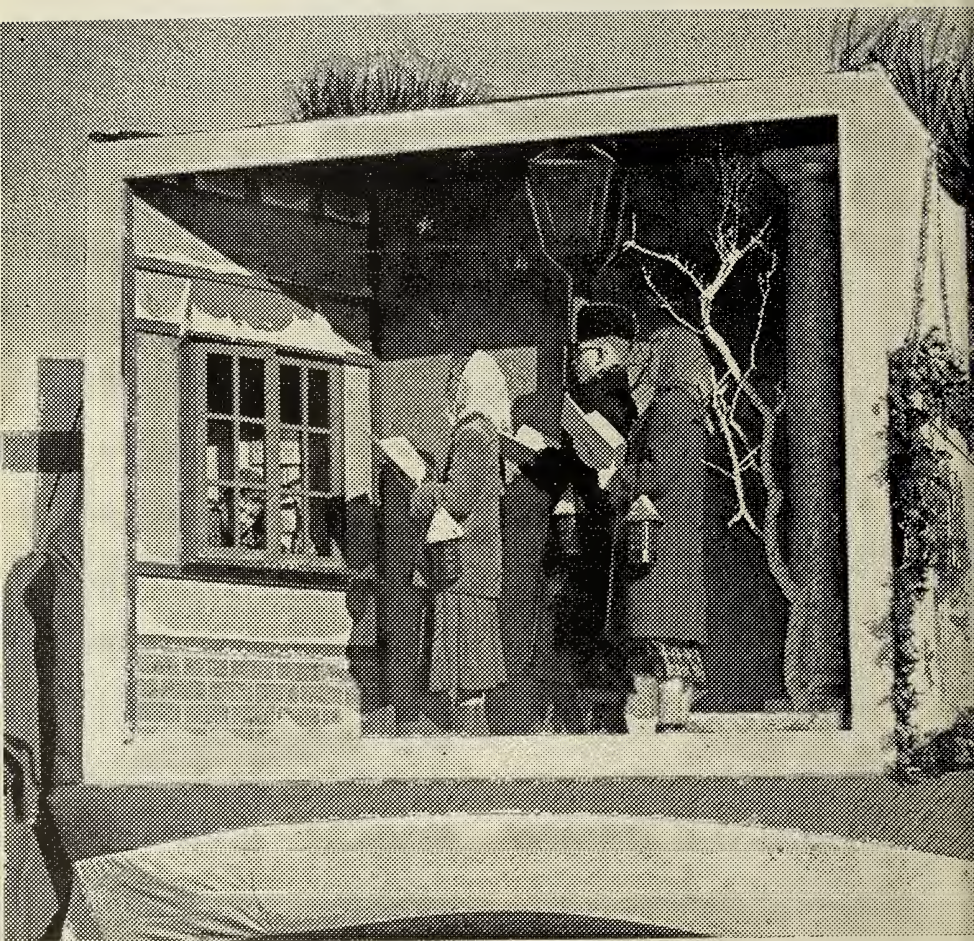
JOHN M. WALLACE, President



LLOYD AMBROSEN, Principal
Department for the Deaf



LEE IVERSON, Principal
Department for the Blind



OUR WINNING CHRISTMAS FLOAT

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STATE BOARD OF CONTROL

1952-53 SCHOOL YEAR

HON. FRANK M. HARRIS, <i>Chairman</i>	St. Petersburg, Florida
HON. HOLLIS RINEHART	Miami, Florida
HON. ELI H. FINK	Jacksonville, Florida
HON. GEORGE J. WHITE, SR.	Fort Lauderdale, Florida
HON. W. GLENN MILLER	Monticello, Florida
HON. GEORGE W. ENGLISH, JR.	Mount Dora, Florida
MRS. JESSIE BALL DUPONT	Jacksonville, Florida
HON. W. F. POWERS, <i>Secretary</i>	Tallahassee, Florida

1953-54 SCHOOL YEAR

HON. HOLLIS RINEHART, <i>Chairman</i>	Miami, Florida
HON. J. LEE BALLARD, <i>Vice Chairman</i>	St. Petersburg Beach, Florida
HON. W. GLENN MILLER	Monticello, Florida
HON. GEORGE W. ENGLISH, JR.	Fort Lauderdale, Florida
MRS. JESSIE BALL DUPONT	Jacksonville, Florida
HON. WILLIAM H. DIAL	Orlando, Florida
HON. FRED H. KENT	Jacksonville, Florida
HON. BROWARD CULPEPPER, <i>Executive Secretary</i>	Tallahassee, Florida

STATE BOARD OF EDUCATION

1952-53 SCHOOL YEAR

² HON. FULLER WARREN	<i>Governor</i>
³ HON. DAN MCCARTY	<i>Governor</i>
HON. R. A. GRAY	<i>Secretary of State</i>
HON. J. EDWIN LARSON	<i>State Treasurer</i>
HON. RICHARD W. ERVIN, JR.	<i>Attorney-General</i>
HON. THOMAS D. BAILEY	<i>Superintendent of Public Instruction</i>

1953-54 SCHOOL YEAR

HON. CHARLEY E. JOHNS	<i>Acting Governor</i>
HON. R. A. GRAY	<i>Secretary of State</i>
HON. J. EDWIN LARSON	<i>State Treasurer</i>
HON. RICHARD W. ERVIN, JR.	<i>Attorney-General</i>
HON. THOMAS D. BAILEY	<i>Superintendent of Public Instruction</i>

¹ Resigned January 1, 1954

² Term expired January, 1953

³ Deceased, September 28, 1953

FACULTY AND OFFICERS

1952-53 SCHOOL YEAR

EXECUTIVE DEPARTMENT

JOHN M. WALLACE.....	<i>President</i>
⁵ J. W. KNIGHT.....	<i>Business Manager</i>
FRED E. LEE.....	<i>Bookkeeper</i>
MRS. KATHRYN TALBERT.....	<i>Stenographer</i>
WILLIAM FORRESTER.....	<i>Inventory Clerk</i>
MISS MARIE OLADELL.....	<i>PBX Operator</i>
MRS. MARGARET H. DAVIS.....	<i>Secretary to the President</i>

DOMESTIC DEPARTMENT

¹ Mrs. Dorothy Mitchell.....	<i>Matron-Dietitian</i>
² Mrs. Sara Stoner.....	<i>Housekeeper</i>
³ Mrs. Ethel Martin.....	<i>Pantry Woman</i>
Eugene Hogle, B.A.....	<i>Superintendent of Maintenance</i>
Hadley M. Harris.....	<i>Engineer</i>
Peter Thomasen.....	<i>Assistant Engineer</i>
P. B. Davis.....	<i>Night Watchman</i>
Mrs. Sarah Lopez.....	<i>Night Watchwoman</i>
Mrs. Annie Lou Mitchem.....	<i>Laundry Supervisor</i>

MEDICAL DEPARTMENT

George C. Hopkins, Jr., M.D.....	<i>Attending Physician</i>
L. J. Rumph, D.M.D.....	<i>Dentist</i>
C. C. Grace, M.D.....	<i>Ophthalmologist and Otolaryngologist</i>
Mrs. Marian Hill, R.N.....	<i>Head Nurse</i>
Miss Helen Kelley.....	<i>Assistant Nurse</i>
⁴ Miss Margaret Priddy.....	<i>Assistant Nurse</i>

¹ Resigned October 1, 1952. Returned October, 1953.

² Resigned December 31, 1953

³ Resigned at close of school year, 1952-53

⁴ Resigned November 15, 1953.

⁵ Resigned October 1, 1953.

EDUCATIONAL DEPARTMENT

SCHOOL FOR THE DEAF

²MISS BESSIE PUGH, M.A., *Intermediate and Advanced Supervising Teacher*

MISS IMOGENE ALLEN, M.A., *Primary Supervising Teacher*

PRIMARY DEPARTMENT

Mrs. Margaret Beem, B.S.	Mrs. Edna Kerr, B.A.
Mrs. Gretchen Brinkman, B.S.	Mrs. Jane King
Miss Eugenia Burnet, M.Ed.	Mrs. Mildred F. Murray, B.S.
Mrs. Vela Evans	²Mrs. Mary Galloway
Mrs. Winifred Forsyth	Miss Christine Olson, B.A.
Mrs. Nelda Hibbs, B.S.	Mrs. Dorothy Park
Mrs. Elizabeth Grady, B.A.	²Mrs. Mary M. Robson, M.A.
Miss Mary Guilmartin, M.A.	Miss Dorothy Wright
Miss Eugenia Hubbard, <i>Clerk</i>	

INTERMEDIATE AND ADVANCED DEPARTMENT

Mrs. Charlotte Cubley	²Mrs. Laura Mays, B.S.
³Jesse Durden, B.A.	Miss Emilie Olson, B.A.
Miss Joanne Dziuba, M.Ed.	Miss Josephine Olson, B.A.
Miss Hallie Graham, A.B.	Mrs. Mae Powell
²Mrs. Alice Grow	Miss Doris Prichard, A.B.
William H. Grow, B.A.	H. J. Reidelberger, B.S.
²Miss Anna Hereford, M.A.	³R. E. Rush, M.A.
Mrs. Helen Hudson, B.Ed.	Mrs. Lois Stockdale, B.A.
Byron Hunziker, B.S.	Miss Lalla Wilson, B.A.
²Miss Virginia McGuirt, B.S.	

Mrs. Virginia King, A.B., *Clerk*

Mrs. Lola Nash, B.S., *Librarian*

DEPARTMENT OF VOCATIONAL TRAINING

Edmund F. Bumann, B.S.	Carpentry
H. J. Reidelberger, B.S. (Assistant)	Carpentry
J. V. Caruso	Barbering
Glenn Musselwhite	Shoe Repairing
William H. Grow, B.A.	Art
Mrs. Lily Hogle (Assistant)	Sewing
Eugene Hogle, B.A.	General Shop Work
Mrs. Virginia King, A.B.	Typing
¹Mrs. Pearle Nauright	Sewing
Mrs. Margaret Sanchez	Cooking
A. W. Pope	Printing and Linotyping
Mrs. Agnes Solano	Beauty Culture

PHYSICAL EDUCATION DEPARTMENT

McCay Vernon, A.B.	Deaf Boys
H. J. Reidelberger, B.S. (Assistant)	Deaf Boys
Byron E. Hunziker, B.S. (Assistant)	Deaf Boys
Carl J. Holland (Military)	Deaf Boys
Miss Virginia McGuirt, B.S.	Deaf Girls
Miss Anna Hereford, M.A. (Assistant)	Deaf Girls

1 Resigned at close of school year, 1952-53

HOUSEPARENTS—McLANE HALL

Mrs. Alice Eigle	Senior Deaf Girls
Mrs. Bessie Payne	Junior Deaf Girls

HOUSEPARENTS—RHYNE HALL

Carl J. Holland	Senior Deaf Boys
Mr. and Mrs. Jack Smith	Junior Deaf Boys

Mrs. Margaret Clark

Matron and Relief Housemother, Primary Department

HOUSEPARENTS—BLOXHAM COTTAGE

Mrs. Carolyn McMurray (Housemother)	Primary Deaf Girls
Mrs. H. L. Vining	Primary Deaf Boys

HOUSEPARENTS—WARTMANN COTTAGE

Mrs. Mable Carson (Housemother)	Primary Deaf Girls
Mrs. Julia Athey	Primary Deaf Boys

HOUSEPARENTS—NEW PRIMARY BUILDING

Mrs. C. P. Pedersen	Primary Deaf Girls
Mrs. Ossie Mickler	Primary Deaf Boys

SCHOOL FOR THE BLIND

Mrs. Jeneva Tobin, M.A., *Supervising Teacher*

Joe Albrecht, B.A.	Mrs. Ina Skinner, B.S.
Mrs. Pauline Bennett	Miss May Stelle, M.A.
Mrs. Sarah Davenport	McCay Vernon, A.B.
Mrs. Marian L. Hillier, B.A.	

Mrs. Lola Nash, B.S., *Librarian*

MUSIC DEPARTMENT

Mrs. Inez W. Koger, B.M.	Mrs. Mary Allgaier, M.A.
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DEPARTMENT OF VOCATIONAL TRAINING

T. M. Gibbs.....	Boys' Workshop
Mrs. Marian L. Hillier, B.A.....	Handiwork
Mrs. Jeneva Tobin, M.A.....	Typing

PHYSICAL EDUCATION DEPARTMENT

McCay Vernon, A.B.....	Blind Boys
Joe Albrecht, B.A. (Assistant).....	Blind Boys
Miss Virginia McGuirt, B.S.....	Blind Girls
Miss Anna Hereford, M.A. (Assistant).....	Blind Girls

HOUSEPARENTS—McLANE HALL

Mrs. Berdye L. Driscoll.....	Blind Girls
------------------------------	-------------

HOUSEPARENTS—RHYNE HALL

T. M. Gibbs	Senior Blind Boys
Mrs. Lillian Flanigan	Junior Blind Boys

¹ Resigned November 1, 1953

² Resigned close of school year, 1952-53

³ Resigned December 31, 1952

DEPARTMENT FOR THE COLORED

Teachers of the Deaf

Gloria Calhoun, B.S.
 Virginia James
 Inez B. Knowles
 Cary White
 Rosalie White
 Clara Wright, B.S.

Teachers of the Blind

²John A. Latson, B.S.
 Anita Holmes
 Otis Knowles
 Hiram Sherman, B.S.

Elizabeth M. Latson, *Matron*

Rosalie White.....	Houseparent, Deaf Girls
Minnie Paschal.....	Houseparent, Blind Girls
Otis Knowles	Houseparent, Deaf Boys
Hiram Sherman.....	Houseparent, Blind Boys

¹ Resigned at close of school year, 1952-53

² Resigned December 31, 1953

FACULTY AND OFFICERS

1953-54 SCHOOL YEAR

EXECUTIVE DEPARTMENT

JOHN M. WALLACE.....	<i>President</i>
'R. E. PORTER	<i>Business Manager</i>
FRED E. LEE	<i>Bookkeeper</i>
MRS. KATHRYN TALBERT.....	<i>Stenographer</i>
WILLIAM FORRESTER	<i>Inventory Clerk</i>
MISS MARIE OLADELL.....	<i>PBX Operator</i>
MRS. MARGARET H. DAVIS	<i>Secretary to the President</i>

1 Assumed duties January 16, 1954

DOMESTIC DEPARTMENT

Mrs. Marjorie M. Pangburn.....	<i>Household Director</i>
Mrs. Dorothy Mitchell.....	<i>Dietitian</i>
Mrs. Margaret Clark.....	<i>Matron</i>
Mrs. Annie Lou Mitchem	<i>Laundry Supervisor</i>
Eugene Hogle, B.A.....	<i>Superintendent of Maintenance</i>
Hadley M. Harris.....	<i>Engineer</i>
Peter Thomasen	<i>Assistant Engineer</i>
P. B. Davis	<i>Night Watchman</i>
Mrs. Sarah Lopez.....	<i>Night Watchwoman</i>

MEDICAL DEPARTMENT

George C. Hopkins, Jr., M.D.....	<i>Attending Physician</i>
L. J. Rumph, D.M.D.....	<i>Dentist</i>
C. C. Grace, M.D.....	<i>Ophthalmologist and Otolaryngologist</i>
Mrs. Marian Hill, R.N.....	<i>Head Nurse</i>
Mrs. Marie Pinder, L.P.N.....	<i>Assistant Nurse</i>
Mrs. Sadie Fraser, L.P.N.....	<i>Assistant Nurse</i>
Miss Helen Kelley.....	<i>Assistant Nurse</i>

EDUCATIONAL DEPARTMENT

SCHOOL FOR THE DEAF

LLOYD A. AMBROSEN, M.A., *Principal*

MISS IMOGENE ALLEN, M.A., *Supervising Teacher, Primary Department*

PRIMARY DEPARTMENT

Mrs. Margaret Beem, B.S.	Miss Mary Guilmartin, M.A.
Mrs. Gretchen Brinkman, B.S.	Mrs. Nelda Hibbs, B.S.
Miss Eugenia Burnet, M.E.	Mrs. Edna Kerr, B.A.
Mrs. Frances Crocker, B.S.	Mrs. Jane King
Mrs. Vela Evans	Mrs. Ann McGuinness, M.A.
Mrs. Nettie Fleming	Miss Christine Olson, B.A.
Mrs. Winifred Forsyth	Mrs. Dorothy Park
Mrs. Elizabeth Grady, B.A.	Miss Dorothy Wright
Miss Eugenia Hubbard, <i>Clerk</i>	

INTERMEDIATE AND ADVANCED DEPARTMENT

Mrs. Charlotte Cubley	Mrs. Mae Powell
Miss Joanne Dziuba, M.Ed.	Miss Doris Prichard, B.A.
Miss Hallie Graham, B.A.	H. J. Reidelberger, B.S.
William H. Grow, B.A.	Frank M. Slater, B.A.
Mrs. Helen Hudson, B.E.	Mrs. Lois Stockdale, B.A.
Byron Hunziker, B.S.	Mrs. Doris Wilson, B.A.
Mrs. Emelie Kalal, B.A.	Miss Lalla Wilson, B.A.
Miss Josephine Olson, B.A.	Wesley Wilson, B.A.
Mrs. Virginia King, A.B., <i>Clerk</i>	

LIBRARIES—DEAF AND BLIND

Mrs. Lola Nash, M.A., *Librarian for Both Departments*

DEPARTMENT OF VOCATIONAL TRAINING

Edmund F. Bumann, B.S.	Carpentry
J. V. Caruso	Barbering
William H. Grow, B.A.	Art
Mrs. Lily Hogle	Sewing
Eugene Hogle, B.A.	General Shop Work
Mrs. Virginia King, A.B.	Typing
Mrs. Mildred F. Murray, M.E.	Domestic Science
Glenn Musselwhite	Shoe Repairing
A. W. Pope	Printing and Linotyping
Mrs. Margaret Sanchez	Cooking
Mrs. Agnes Solano	Beauty Culture

PHYSICAL EDUCATION DEPARTMENT

Frank M. Slater, B.A.....	Deaf Boys
H. J. Reidelberger, B.S. (Assistant).....	Deaf Boys
Byron E. Hunziker, B.S. (Assistant).....	Deaf Boys
Miss Hazel Crichlow.....	Deaf Girls

HOUSEPARENTS—McLANE HALL

Mrs. Mabel Schaffner.....	Senior Deaf Girls
Mrs. Margaret Smith (Relief).....	Deaf Girls
Miss Muriel Malloy.....	Junior Deaf Girls

HOUSEPARENTS—RHYNE HALL

Carl J. Holland.....	Senior Deaf Boys
Jack Smith.....	Junior Deaf Boys
Glenn Musselwhite (Relief).....	Deaf Boys

HOUSEPARENTS—BLOXHAM COTTAGE

Mrs. Carolyn McMurray.....	Primary Deaf Girls
Mrs. H. L. Vining.....	Primary Deaf Boys
Mrs. Anna Peters (Relief).....	Boys and Girls

HOUSEPARENTS—WARTMANN COTTAGE

Mrs. Mabel Carson.....	Primary Deaf Girls
Mrs. Ossie Mickler.....	Primary Deaf Boys
Mrs. Anna Peters (Relief).....	Boys and Girls

HOUSEPARENTS—NEW PRIMARY BUILDING

Mrs. Viva Lindquist and Mrs. Bessie Payne.....	Primary Deaf Girls
Mrs. Evelyn Pickering and Mrs. Violet Branom.....	Primary Deaf Boys

SCHOOL FOR THE BLIND

LEE IVERSON, B.S., *Principal*

MRS. JENEVA TOBIN, M.A., *Supervising Teacher*

Joe Albrecht, B.A.	Miss Lucile Fralick, M.A.
Mrs. Mary Albrecht, B.S.	Mrs. Marian L. Hillier, B.A.
Herbert Angus, B.A.	Mrs. Doris Hoagland, B.M.
Mrs. Pauline Bennett	McCay Vernon, B.A.
Mrs. Sarah Davenport	

MUSIC DEPARTMENT

Mrs. Inez Koger, B.M.	Mrs. Mary Allgaier, M.A.
Mrs. Ione Cookus, B.M.	

LIBRARIES—DEAF AND BLIND

Mrs. Lola Nash, M.A., *Librarian*

DEPARTMENT OF VOCATIONAL TRAINING

T. M. Gibbs	Boys' Workshop
Herbert Angus, B.A. (Assistant)	Boys' Workshop
Mrs. Marian L. Hillier, B.A.	Handiwork
Mrs. Doris Hoagland, B.M.	Handiwork
Mrs. Jeneva Tobin, M.A.	Typing

PHYSICAL EDUCATION DEPARTMENT

² Mrs. Carolyn Herndon	Blind Girls
¹ Mrs. Barbara Stephens, B.S.	Blind Girls
Lee Iverson, B.S.	Blind Boys
McCay Vernon, B.A. (Assistant)	Blind Boys

HOUSEPARENTS—McLANE HALL

Mrs. Berdye L. Driscoll	Blind Girls
Mrs. Ione Cookus, B.M. (Relief)	Blind Girls

HOUSEPARENTS—RHYNE HALL

T. M. Gibbs	Senior Blind Boys
Herbert Angus, B.A. (Relief)	Senior Blind Boys
McCay Vernon, B.A. (Relief)	Senior Blind Boys
Mrs. Lillian Flanigan	Junior Blind Boys

¹ Assumed duties March 1, 1954

² Resigned March 1, 1954

DEPARTMENT FOR THE COLORED

Teachers of the Deaf

Gloria Calhoun, B.S.
 Virginia James
 Dora Jenkins
 Inez Knowles
 Willie Lee Loepaz, B.S.
 Henrietta Reynolds
 Cary White
 Rosalie White
 Clara Wright, B.S.
 Lewis Granberry

Teachers of the Blind

Anita Holmes
 Otis Knowles
 Matthew McCoy
 Grant H. McCray, B.S.
 Hiram Sherman, B.S.

Elizabeth M. Latson, *Matron*

HOUSEPARENTS

Darlena Hosley	Deaf Girls
Dora Jenkins (Relief)	Deaf Girls
Otis Knowles	Deaf Boys
Grant H. McCray, B.S. (Relief)	Deaf Boys
Inez Knowles (Relief)	Deaf Boys
Minnie Paschal	Blind Girls
Matthew McCoy	Blind Boys
Hiram Sherman, B.S. (Relief)	Blind Boys



PRIMARY CHILDREN PLAYING ON THE PORCH OF BLOXHAM COTTAGE

PRESIDENT'S BIENNIAL REPORT

Saint Augustine, Florida, July 1, 1954

*To the Honorable Chairman and Members
State Board of Control of Florida
Tallahassee, Florida*

GENTLEMEN:

Presented for your consideration is the biennial report of the Florida State School for the Deaf and the Blind beginning July 1, 1952 and ending June 30, 1954.

It became my privilege on September 1, 1952, to assume the duties as administrative head of the Florida School, which is recognized nationally as one of the finest residential schools in the United States. During the first year of the biennium, few changes were made due to the fact that the staff and schedules had been organized prior to my coming to the school. There were certain shortages of personnel in the health, dietetic, household, maintenance and vocational departments, but the 1953 Legislature, due to its generosity, made it possible to alleviate many of the shortages.

The Florida School being a dual school, that is, for those with hearing or visual handicaps, both white and negro, is a very complex organization requiring a technically trained staff.

Before the 1953-54 school year there were no principals for the two departments, but the academic and vocational classes were supervised by women supervising teachers. Due to the many problems involved not only during class time, but after school hours, it seemed necessary to employ



EASTER GIFTS

trained men to head the two departments. Mr. Lloyd Ambrosen, the son of deaf parents and with excellent training and experience, was chosen to become principal of the Department for the Deaf. He came here directly from the Minnesota School where he had served as principal a number of years. Mr. Lee Iverson, with both training and experience with the blind, came here directly from the Iowa Braille and Sightsaving School to head the Department for the Blind as principal.

A full time dietitian, a director of household, a matron to supervise houseparents responsible for child welfare, one additional nurse, additional houseparents, maintenance and household and kitchen personnel, were added to all departments. A new Business Manager, Mr. R. E. Porter, assumed his duties here on January 16, 1954, replacing Mr. J. W. Knight, who had previously transferred to the State Plant Board on November 1, 1953. Also, it was necessary to

employ an assistant to the bookkeeper due to an increase in detail work in his office.

While the school is actually designed for the purpose of giving good academic training to those ranging from six to twenty-one years of age, who are too deaf or too visually handicapped to make suitable progress in public schools, it also provides very comprehensive vocational, recreational, and physical education programs, plus many extra-curricular activities all of which aid and help coordinate our social adjustment program. These various programs and activities will be reviewed throughout the remainder of this report.

ENROLLMENT

In 1952-53 there were enrolled 503 pupils. Of this number, 289 were in the Department for the White Deaf, of whom 139 were girls and 150 were boys. There were in the Department for the White Blind, 99 pupils, of whom 58 were boys and 41 were girls. In the Department for the Negro Deaf there were 68 pupils, 31 of which were boys and 37 were girls. There were 47 pupils in the Department for the Negro Blind, of which 38 were boys and 9 were girls.

During the 1953-54 school year there were enrolled 521 pupils. Of this number, 299 were in the Department for the White Deaf, of whom 155 were boys and 144 were girls. There were in the Department for the White Blind 98 pupils, of whom 58 were boys and 40 were girls. In the Department for the Negro Deaf there were 74 pupils, 35 boys and 39 girls. There were 50 pupils in the Department for the Negro Blind, of which 38 were boys and 12 were girls.

Five hundred and eighty-nine pupils were enrolled during the last two year period, which is the largest biennial enrollment since the school was established.

CLASSIFICATION OF PUPILS

WHITE		NEGRO	
Deaf	338	Deaf	78
Blind	120	Blind	53

ATTENDANCE BY COUNTIES—1952-54 Biennium

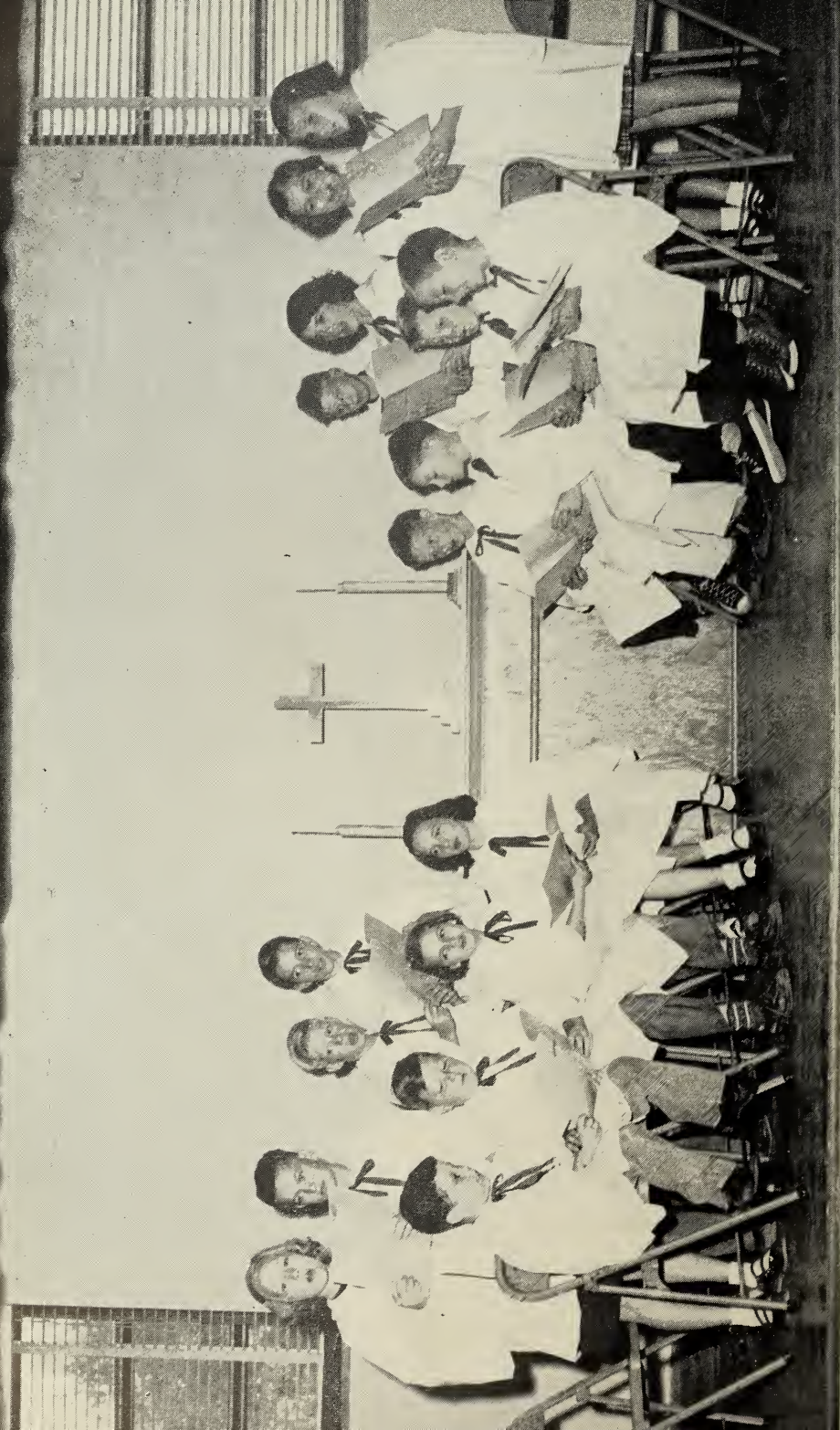
Alachua	15	Leon	7
Baker	4	Levy	2
Bay	10	Madison	4
Bradford	1	Manatee	1
Brevard	6	Marion	8
Broward	23	Martin	2
Calhoun	3	Monroe	6
Charlotte	2	Nassau	5
Citrus	2	Oklaloosa	7
Clay	3	Orange	24
Columbia	3	Osceola	2
Dade	55	Palm Beach	27
DeSoto	3	Pasco	8
Dixie	2	Pinellas	10
Duval	81	Polk	35
Escambia	16	Putnam	16
Gadsden	5	St. Johns	40
Gilchrist	2	St. Lucie	3
Glades	1	Santa Rosa	3
Gulf	4	Sarasota	3
Hamilton	6	Seminole	6
Hendry	2	Sumter	1
Hernando	1	Suwannee	3
Highlands	4	Taylor	3
Hillsborough	45	Union	2
Holmes	2	Volusia	12
Indian River	3	Wakulla	2
Jackson	9	Walton	7
Jefferson	2	Washington	6
Lafayette	1	Havana, Cuba	1
Lake	11	Nassau, Bahamas	1
Lee	5		

CAUSES OF DEAFNESS—1952-54 Biennium

Abscess	1	Meningitis	26
Accident	2	Mixed Deafness	1
Birth Injury	9	Mumps	1
Carbuncle	1	Nerve Deafness	7
Catarrh	1	Otitis Media	16
Colds	1	Pneumonia	5
Colitis	1	Quinine	2
Congenital	157	Rising in Head	1
Cream Rash	1	Rickets	1
Fall	5	Scarlet Fever	4
Fever	3	Sickness	2
Heredity	13	Syphilis	1
Infantile Paralysis	1	Tonsil-Adenoid Infection	2
Infection	9	Torticollis	1
Influenza	1	Typhoid Fever	2
Injury to Inner Ear	1	Undeveloped Nerve	3
Malaria	2	Unknown	98
Mastoid	2	Whooping Cough	6
Measles	25	Yellow Jaundice	1

CAUSES OF BLINDNESS—1952-54 Biennium

Accident	15	Intro-ocular Tension	1
Albinism	6	Kidney Disease	1
Birth Injury	2	Measles	2
Brain Tumor	4	Microphthalmus	2
Cataracts	17	Nystagmus	2
Choroidoretinitis	2	Ophthalmia Neonatorum	1
Congenital	49	Optic Atrophy	1
Conjunctivitis	1	Optic Neuritis	2
Corneal Staphyloma	1	Retinitis Pigmentosa	1
Detached Retina	1	Retrolental Fibroplasia	10
Encephalitis	1	Sore Eyes	1
Glaucoma	7	Syphilis	6
Gonorrhea	2	Ulcers of Eyes	1
Heredity	1	Undeveloped Nerve	1
Hydrocephalus	1	Unknown	28
Infection	3		



DEPARTMENT FOR THE DEAF

A LITTLE DEAF BOY'S PRAYER

*He was such a little tot,
The youngest in the school year,
And as he knelt beside his cot,
I drew near that I might hear
What his baby lips were saying,
For I saw that he was praying.
Only three words, the names of his toys,
Had he been taught to say.
But he had watched the other boys
As they knelt each night to pray:
And his soul, in darkness bound,
Was seeking the light the others had found.
Surely on breath of angels borne
The prayer he uttered ascended above,
And Christ, who pitied the lamb new shorn,
Looked down on the child with a wondrous love.
These words I heard, all that he knew,
"A fish, a top, a shoe."*

PAULINE B. CAMP.



DEPARTMENT FOR THE DEAF

Young pupils who enter the Department for the Deaf are given three preparatory years before beginning regular public school work. This is necessary due to the fact that they lack any vocabulary and language, either written or oral. Every child is given the opportunity to learn to read the lips and to talk. This early course of study consists of sense training, calendar work, voice building, speech, speech reading, number work, colors, vocabulary building, rhythm, simple language and reading. Auditory training, with the use of both group and individual hearing aids, is stressed during this time so that any residual hearing may be reached. Written, connected language is emphasized throughout the school years.

Following the preparatory years, regular public school work is continued and pupils are carried to the highest possible grade level their ability allows them to reach. Speech, speech reading, and auditory training are continued for all pupils so able to benefit. Others, unable to make suitable progress by the oral method, are taught by means of the combined system which includes finger spelling in addition to the other methods.

At the age of eleven or twelve pupils are introduced to various vocational trades whereby they may acquire hand skills, use of hand tools, power saws, and machinery. If these skills are mastered, plus good work habits and attitudes, they can be trained for technical and skilled jobs after leaving school. Since communication is so vital, shop language is stressed at all times.

Below follows a brief outline concerning the Department for the Deaf, both academic and vocational.

The Academic Department for the Deaf consists of two distinct divisions, with each division subdivided:

1. The Primary Department:

- a. Bloxham Cottage contains four classrooms with ten children in each. It has its own kitchen, dining



room, and dormitories. These children are five, six, and seven years of age, and they are taught by the oral method. Four teachers and three housemothers, in addition to the dietary staff, look after these pupils.

- b. Wartmann Cottage is set up exactly like Bloxham Cottage and staffed similarly. These children range in age from seven to ten years. These pupils are also taught exclusively by the oral method.
- c. New Primary Building contains eight classes of approximately ten children each. These pupils have their own kitchen, dining room, and dormitories, and they range in age from ten to thirteen. Eight teachers, five housemothers, and the dietary staff supervise these pupils.

2. The Intermediate and Advanced Departments:

- a. The Intermediate Department, located in Walker Hall, consists of approximately eight classes, most of which are taught orally. A few classes are taught by the non-oral method (finger spelling). The boys occupy the east part of the first floor of Rhyne Hall, while the girls live on the east part of the second floor of McLane Hall. All of these pupils eat in the main dining room of Walker Hall with the advanced students and the pupils from the Department for the Blind.
- b. The Advanced Department, also located in Walker Hall, consists of eight classes, most of which are taught orally. Classes unable to make progress orally are taught by the non-oral method, also. The boys occupy the east part of the second floor of Rhyne Hall, while the girls live on the east part of the first floor of McLane Hall.

During the 1952-53 year, two courses were offered the teachers by Miss Bessie Pugh, supervising teacher: one in *Language* and one in *Hearing and Speech*. Teachers so



desiring received credit for the latter course from the Extension Division of the University of Florida.

The Vocational Department is so diversified that most every child can benefit somewhat regardless of ability or lack of ability. Vocational classes now have been put on a full time basis running throughout the school day so that classes may be small and well graded, thus allowing each child much individual attention and training. Among the instruction given is:

- Printing and Linotyping
- Shoe Repairing
- General Shop
- Woodworking
- Barbering
- General Maintenance and Plumbing
- Gardening and Grounds Maintenance
- Arts and Crafts
- Art
- Cosmetology
- Cooking
- Fancy Sewing and Needlework
- Clothing
- Elementary Sewing
- Typing
- Laundering

Plans are almost complete for establishing shops in the following:

- Cleaning and Pressing
- Upholstering and Refinishing

REPORT OF THE PRINCIPAL

Department for the Deaf Instruction

TO THE PRESIDENT:

Using special techniques in teaching the deaf and hard-of-hearing children enrolled in this school, all teachers aim to impart to pupils adequacy in speech reading, speech, connected language, and most of the academic skills taught in public schools. The major emphasis in all departments is in acquiring the communica-



TEACHING A FUNDAMENTAL LANGUAGE EXPRESSION

tions skills so necessary for eventual full time citizenship in a world dominated by people without auditory impairment. Carefully graded classes with proper teacher-pupil ratio enables the school to give individual as well as group instruction. Through the use of the combined approach—oral and/or manual—every pupil is able to receive the type of education he is capable of assimilating. This is every child's right.

Specifically, the education of deaf and hard-of-hearing children requires basic understanding of some of the problems involved. Studies reveal that while deaf and hard-of-hearing

children do make fine progress in speech, in recognizing grammatical forms when presented in print, in spelling, arithmetic reasoning, and social studies, the same children face great difficulties in writing original connected language free from errors in all phases of grammar, and in getting real meaning from reading. This contradiction is a problem that is constantly before us, and is true generally in all schools for the deaf in the United States as revealed by Dr. Irving S. Fushfeld, Vice-President of Gallaudet College in "A Cross-Section Evaluation of the Academic Program of Schools for the Deaf."

Over-all improvement in the teaching staff, houseparents, and physical improvements to the school plant during the biennium represent careful planning and real opportunities to advance our plans for steady accomplishments in educating deaf and hard-of-hearing children.

Enrollment

During 1952-53, the total enrollment of pupils included 150 boys and 139 girls. In 1953-54 the totals were 155 boys and 144 girls.

Faculty

A new high in the number of specially trained teachers prevailed during this biennium. Past in-service-training programs and the acquisition of trained teachers to fill vacancies has accounted for this fact. During each year of the biennium, 1952-54, there was a total of 32 academic teachers on the teaching staff.

Curriculum

Starting with the 1953-54 school year, intermediate and advanced academic classes were scheduled during all hours of the school day. Prior to this time academic classes met in the mornings and vocational classes in the afternoons only. This was accomplished by putting vocational teaching on a full time basis. All classes were divided into three groups, and while one-third of the classes were in vocational training, the other two-thirds were scheduled in academic classes. By rotating each group one-third of the time, a full time program was carried out in both the academic and vocational departments.

Steady improvement in acquiring textbooks and modernizing some instructional areas has resulted in offering richer learning experiences.

Through donations from sororities, civic organizations, and others, and purchases made by the school, the Primary Department has enlarged the library in that department. Games and toys are also on a loan basis to teacher and pupils for vocabulary and language development through visual and kinesthetic senses.



During the last semester of the 1953-54 school year, eleven children in the Primary Department attended a local school for the purpose of giving selected children an opportunity to try a public school environment. The purpose of this type of program is to evaluate possibilities of returning children that are hard-of-hearing to public schools whenever possible. At any one time the percentage of such returnees is quite small, but whenever such a plan is possible, the child benefits beyond measure. Past success of this policy indicates the soundness of this plan.

The auditory training program, referred to in another part of this report, reinforces such a policy whenever possible.

Cooperation between the houseparents and the school department has been excellent during the past year. This dual approach to the children augments the school program tremendously, and gives teachers and houseparents better appreciation of their respective duties and offers better understanding of the children.

Auditory Training

Eight new group hearing aids have been purchased for the academic department. This, together with such equipment acquired prior to this biennium, gives us twelve group hearing aids. This enables the school to give every class that can benefit from auditory training, daily use in receiving instruction through amplified sound. Most of the classes get to use such equipment from two to four hours per day.

Through the use of modern equipment in group hearing aids, we are better able to serve the needs of the hard-of-hearing children that are enrolling in the school each year in increasing numbers. Often children are borderline in their residual hearing, and with auditory training they have an opportunity to learn how to be hard-of-hearing instead of being essentially deaf persons. Later, the transition to individual hearing aids is an easy adjustment to make.

Approximately 110 children wear individual hearing aids which are purchased for them by the parents. A few instruments are donated by various civic organizations in the state. Through the generosity of some hearing aid dealers in Jacksonville, about ten individual hearing aids of the latest models are loaned to the school for trial purposes. This enables the school to make more accurate recommendations when it is determined that a child may use an aid to advantage.

Such a program of group hearing aids and many individual hearing aids worn by the pupils allows the school to put into practice modern procedures in auditory training. This phase of our program will become increasingly important as the years go



by, and the application will become greater because of the great future promised by the almost unlimited possibilities in the science of electronics as applied to group and individual hearing aids.

Visual Education

Regular movies continued to be shown with certain films used that reinforced the academic program. Extensive use was made of free films produced by private industry and available through film exchanges. Free films used in Foods and Clothing classes were devoted to such films as would supplement in a visual way the basic skills being taught.

Four films distributed by the Conference of Executives of American Schools for the Deaf were shown during the last year of the biennium. These films were captioned with sub-titles in language easily understood by deaf children. It is hoped that the Conference of Executives will continue to receive grants of money to carry on this program with additional feature films.

A Tachistoscope, which is an overhead projector, was purchased in the last year for the purpose of improving the reading program. Briefly, this is a program which is designed to speed up individual reading rate, increase vocabulary, and eye span through a series of graded lessons at increasing speeds until children are reading words, phrases, and short sentences at one-one hundredth of a second.

An additional combination filmstrip and slide projector and educational filmstrips were purchased during the last quarter of the biennium.

Improvements in the visual education program are being planned in Walker Hall with reference to room locations, and enlargement of the movie room in order that more classes can be accommodated at any given time.

Three television sets were installed in the Primary dormitories for the girls and boys. The original objections to television have almost disappeared, and it is recognized that it not only offers children wider experiences in some instances, but also creates interests not ordinarily created in a normal environment.

Vocational Department

During the first year of the biennium 1952-53, three full time and nine part time teachers were employed in this department, and during 1953-54 school year six full time and five part time instructors taught in the Vocational Department.

In most any method of testing we may administer to our pupils we are able to measure quite accurately academic progress. How-



HOMEMAKERS GET A GOOD FOUNDATION FOR DIRECT APPLICATION IN LATER LIFE

ever, we are not able to measure in an academic way progress in vocational skills. In evaluating the whole program we do not lose sight of the fact that in addition to academic skills a child learns, he must be expected to master certain vocational requirements. When this is considered in addition to academic learnings, the school offers a superior program in which the State of Florida can take justifiable pride because of this two-fold approach to each deaf and hard-of-hearing child.

Vocational training for boys and girls has been put on a full time basis in the last year of the biennium. For the girls, the primary concern in the overall view is emphasis on home-making.

For the boys, the vocational training is not offered for the purpose of turning out skilled workers. Rather, the objectives to be achieved may be stated as follows:

1. Basic skills in handling of tools and machinery.
2. Proper attitudes toward work.
3. Proper work habits.
4. Vocabulary and language of the various vocations taught.

The school continues to receive assistance from the State Department of Vocational Rehabilitation. A counsellor from this



Learning a Trade while Performing a Service for the Students

department visits the school at intervals for the purpose of receiving applications from students that graduate or leave school wishing assistance in locating employment or getting additional vocational training for specific employment opportunities. The problem of vocational counselling and guidance is discussed in detail in another section of this report.

In the girls' vocational department there has been definite improvement in the courses in homemaking. Such courses as foods, clothing, and cosmetology are on a full day's schedule enabling the department to have smaller classes than in previous years. The addition of a head teacher with graduate training in homemaking, greater emphasis on vocational language, and schedules that permit the girls to rotate every six weeks in the various courses have given this department greater latitude in giving girls improved homemaking opportunities. In Foods, cooking techniques, menu planning and buying, and equipment planning have contributed to overall improvement. In Clothing, greater emphasis was placed on clothing for personal use and opportunities to wear clothing actually made by the girls.

The boys have opportunities for achieving their objectives in linotyping, press work, hand composition, and job planning in the printing department, cabinet making, barbering, shoe repair, and general maintenance under skilled instructors. In printing, a wide variety of printing jobs for the administrative office, business office, the school department and publishing the school paper, gives skills that are easily applied in the commercial field. In woodworking, jobs include a variety of products such as cabinets, tables, shelving, that are used in various departments of the school. Barbering for boys provides an important service for the school as well as offering training in a possible field of work after graduation.

Physical Education and Athletics

The opening of the new Clarence J. Settles Gymnasium and with the two full time instructors in physical education represents one of the greatest single advances in our program during the period 1953-54, and has given us a new opportunity to embark on an extensive physical education and athletic program. The gymnasium is one of the finest that will be found anywhere in the United States on the scholastic level. Full time physical education teachers for the boys and girls permit us to have physical education classes for every child at least one hour per week in the Advanced and Intermediate and Primary Departments.

The athletic program for boys includes football, track, and basketball competition on an interscholastic basis, and basketball for the girls. In addition, the intramural program for boys and

girls which has been started during the second year of the biennium will be greatly expanded in order that every boy and girl will be engaged in some type of athletic activity. Besides interscholastic competition with nearby high schools, our athletic teams competed against other schools for the deaf in football and basketball with trips to Virginia, South Carolina, and North Carolina. This is one of the athletic activities very much enjoyed by the pupils.

During the next year, 1954-55, plans are being made to enter the St. Johns County Basketball Tournament and the Mason-Dixon Basketball Conference of Schools for the Deaf Tournament in the new gymnasium.

Testing

An important part of the total program is a testing program in achievement, mental capacities, and audiometric that will augment the teaching program. In the modern approach to education it is necessary that our school use such tools as will enable us to consider all phases of a child's total learning capacities.

(a) *Psychological*: During the school year 1953-54 we have

"Lassies" Basketball Team Plays a Regular Schedule with nearby High School



had services of the Florida Center of Clinical Services, University of Florida, in giving psychological tests to selected pupils. A team of two psychologists plus a social psychiatric worker spent a total of nine days testing pupils during three different visits. Studies supplied by the psychologists have been most helpful to the teachers and the administration.

(b) *Audiometric*: We have continued to test the hearing of all pupils for evaluation of hearing problems, use of individual and group hearing aids.

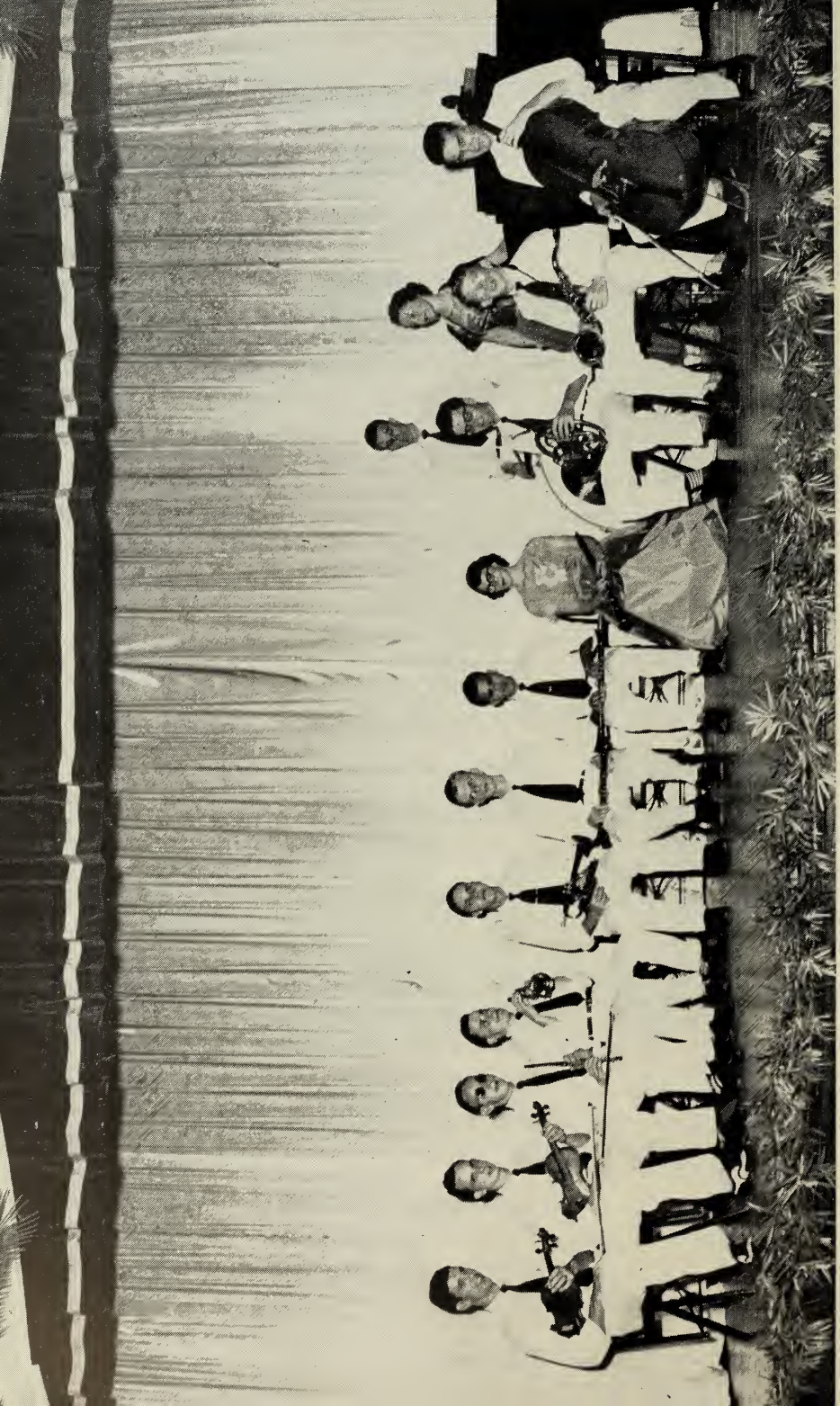
(c) *Achievement*: Each year all pupils in the Intermediate and Advanced Department take the Stanford Achievement Tests, and special reading and vocabulary tests are given in selected classes for diagnostic purposes. In the Primary Department the Gates Basic Reading Tests, Metropolitan Achievement Tests, and Stanford Achievement Tests are given during the school year.

Respectfully submitted,

LLOYD A. AMBROSEN, *Principal*.



Superin'endent Healy of Virginia presents Florida Runner-Up Trophy after losing 1953 Mason-Dixon Championship by one point



DEPARTMENT FOR THE BLIND

When they told that my child was blind,
That he would never see, I said,
Then I will be his eyes, he will see through mine,
I will lead him by the hand and comfort him
As long as I shall live.
As long as I shall live? Then when I die
He will be twice as blind. NO!
My son must not depend on me.
Man does not see with eyes alone.
I must find schools, and teachers will bring him
The message of his ears and hands and feeling fingertips.
It will be my task to give him courage,
Love of all living things,
Desire for truth, so that at last
My son shall stand alone, serene,
A man, ready for all that life may offer him
And by his spirit's never dimming light
MY SON SHALL SEE!

Department of Health,
Health News Periodical.



READING BRAILLE

DEPARTMENT FOR THE BLIND

In the education of the partially seeing and the blind child, one faces different problems than those encountered with the deaf child. The blind child's difficulty is more of a physical one for his means of communication is not cut off. He has vocabulary with the use and understanding of language. His ears, fingers, and other senses must compensate for the loss of sight. His hands and sensitive fingers

must grasp the meanings revealed through six Braille dots in many various combinations.

The academic course of study in the Department for the Blind is parallel and very similar to that of any accredited public school, except courses are taught with the help of Grade II Braille books or Sight Saving (large print) textbooks. Certain specialized methods, procedures, techniques and special equipment, such as talking-books, Braille maps, Braille writers, soundscribers and ediphones, are used throughout the entire grades running from one through twelve.

Added to this is a very fine variety of courses in music, voice, instrumental work, arts and crafts, typing, homemaking (cooking and sewing), and industrial arts, such as the making of mats, rugs, brooms, mops, and mattresses. Upholstering and chair caning are also a part of the vocational work.

While many of these shop courses are considered to be traditional, still they help to teach hand skills which develop the hands and fingers and make them sensitive and adaptable to all types of work. The development of these skills will lead to suitable employment in later years.

Since a blind person must be able to operate as an independent individual and since he must be acceptable to the sighted, it is necessary for him to travel independently. Therefore, a course in Cane Travel was inaugurated during the 1953-54 school year. A broad social adjustment program, in addition to the travel, includes posture improvement, table manners, dancing, swimming, parties, games and all sorts of physical activities. All of these help to get rid of blindisms, better known as undesirable traits and habits acquired due to the lack of vision and improper early and pre-school training.

During the first years of the biennium the department was understaffed. The staff was increased from eleven to fifteen in the Academic Department. Instead of three houseparents, four were used with additional relief by three part-time houseparents.

The Department for the Blind uses both floors of the



READING A SIGHT-SAVING BOOK

entire south and east wing of Walker Hall, plus a very fine vocational training building for the boys.

The girls live in the west part of McLane Hall occupying both floors, while the boys live in the west wing of Rhyne Hall where they also occupy both floors. Their

dining facilities are in the east end of the main dining room of Walker Hall.

The principal's report which follows goes more into detail concerning all phases of the Department for the Blind.

REPORT OF THE PRINCIPAL

Department for the Blind

TO THE PRESIDENT:

Enrollment

The enrollment in the Department for the Blind has remained very near an average daily attendance of ninety students. During the 1953-54 school year the largest total enrollment was ninety-eight students and the lowest was eighty-seven.

Change in Length of Class Periods

At the beginning of the 1953-54 school year the class periods in the Department for the Blind were lengthened from thirty to forty-five minutes. It is almost universally believed in public schools that the class periods must be between forty-five and sixty minutes in length for students to have enough time to earn a full unit of credit. Anyone familiar with education of the visually handicapped knows that in general blind students, because of their handicap, read more slowly, write more slowly, and need more individual help than public school students. Since our aims, objectives, course of study, and requirements are very similar to those of the public schools in the State of Florida, it seemed imperative that the class periods be lengthened.

Full Day Teaching Schedule

By going into a full day teaching schedule, much better use has been made of the teachers' time; the size of many classes has been reduced; more elective courses can be offered; and better use can be made of the various laboratories and classrooms. It was possible to make this change without requiring any teacher to spend more than twenty-seven hours per week in classroom teaching. Of course, some teachers in the areas of music, speech, and physical education are expected to spend some additional time after school preparing for special programs or training teams.

High School Departmentalized

In order to allow teachers to teach in their area of specializations, to make possible the offering of more elective courses, to make possible the development of special rooms such as a science room, and to make possible the development of job descriptions for the high school teaching positions, the high school has been departmentalized.



Daily Physical Education Classes

Few schools for the blind are criticized because their graduates are not academically proficient, but more are criticized because their graduates are not trained in such a way that they may become socially accepted members of the sighted society. Such factors as posture, muscular coordination, travel ability, general health, the absence of mannerisms, knowledge of leisure time activities such as dancing, and self confidence contribute a great deal to help a blind person fit into the sighted world. It is believed a good physical education program is essential to the proper development of all these factors. Therefore, all students, who are physically able, are now required to take one full period of physical education each day.

Daily Shop and Craft Classes

Industrial arts and craft courses are even more important to the visually handicapped student than to the sighted. Because they do not have sight or have limited sight, our students are unable to learn by day to day observations through visiting factories and shops the information sighted students normally learn in that manner without any type of formal training. Some visually handicapped students have poor muscular coordination and hand work is very valuable for therapeutical reasons. For the above mentioned reasons, plus the universally accepted reasons for having industrial classes in schools, it was deemed advisable to offer daily classes in this area to our students.

The shop instructor, Mr. Gibbs, makes the following report. "A well organized and diversified vocational training program is an asset to any school and particularly necessary in the education of blind children. A well rounded program of work and play promotes healthy habits and aids in developing strong physiques and rounding out character. Industrial training also develops capable hands, adds zest to life, as well as furnishes a means for many hours of enjoyable recreation.

When working conditions are good, and work habits are strongly instilled into young people, as they are in our school, a great many problems, which would be almost insurmountable without a work program, become negligible. A good vocational training program tends to cut in half disciplinary matters on the campus, as well as eliminate a great many nervous habits and mannerisms, which tend to develop in small blind children who have had insufficient exercise and too little hand training by their parents during their pre-school period.

In our shop at the Florida School we endeavor to make work as interesting and diversified as possible. Our aim is to make each child self supporting after leaving school. There are a number of boys throughout the state who are making their livings by

working at one of the following trades; broom making, mattress making, mop making, chair caning and upholstering.

During the past biennium we have manufactured in our shop the following: 85 radiator, 102 hearth and art brushes, 210 toy brooms, 316 whisk brooms, 8,115 cottage, house and warehouse brooms, 5,310 mops, 278 chairs, re-caned, 16 cocoa fiber door mats, 22 occasional chairs and divans upholstered, and 103 mattresses.

We have a well lighted, well ventilated, and well equipped shop which we believe is second to none in the country. In conclusion, I would like to say I have enjoyed teaching in such a modern classroom, and feel that the attitude of the boys toward their work and the results of our programs have been most gratifying."

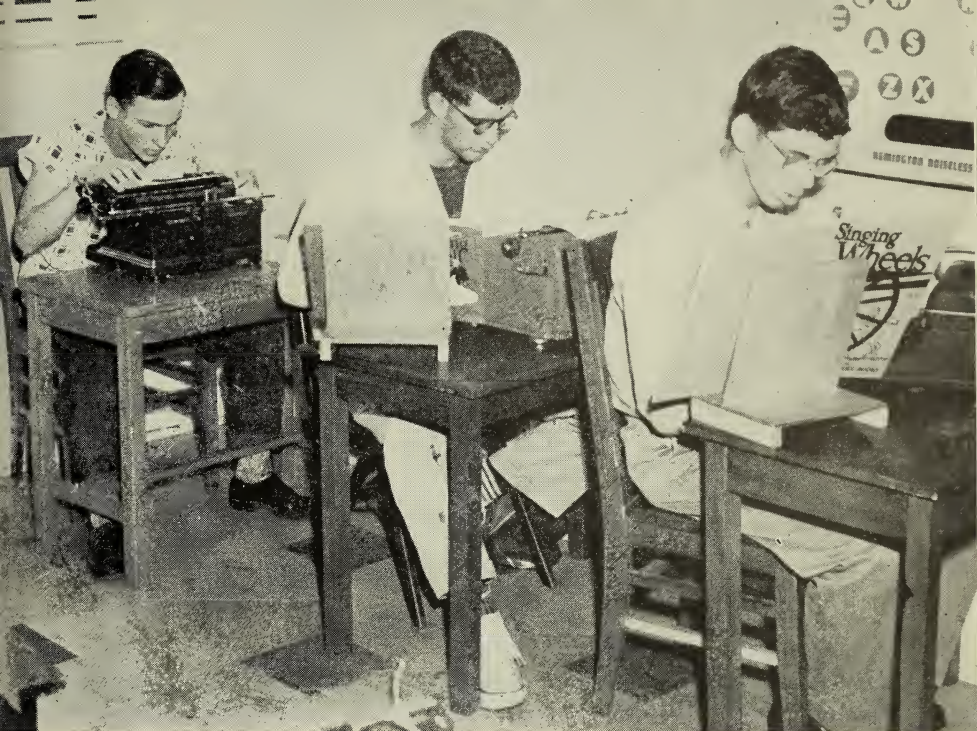
The craft instructors, Mrs. Hillier and Mrs. Hoagland, make the following report. "During the past two years much has been accomplished in the field of handiwork for the blind and partially blind girls. Every girl in the Department for the Blind has had an opportunity to achieve something in this work according to her abilities. We have been fortunate this past year in having two instructors for this department. The completed articles made by the girls show better workmanship and finish. We think this is due to the fact that with two instructors more time can be given to each child.

We have done the usual handiwork, such as weaving, knitting, some basketry, rug making and crocheting, but we feel the workmanship has greatly improved this year and the finished articles are by far superior to those of past years. The older girls have taken the initiative and have learned to start and complete the articles themselves. We have done some really fine knitted and crocheted pieces which would be a credit to any sighted person. The girls have found handiwork a pleasure instead of a necessary subject which they must take. We are sure it will provide most of the older girls with a pleasurable summer pastime which will be worthwhile and possibly afford a small amount of spending money.

Perhaps the greatest improvement, in the way of equipment, has been the change of rooms for the craft area. We now have more spacious quarters, which invite the girls to be comfortable and to thoroughly enjoy their handiwork classes in more pleasant surroundings."

Cane Travel

It is important that a blind person learn to travel independently so that he can travel to and from work, have personal independence, and not be a burden on his relatives and friends. A course in cane travel has been added to our curriculum. This year travel training has been limited to high school students because of the instructors limited time for teaching this course, but next year the younger students will also be included. This course



SIGHT-SAVING STUDENTS DOING COPY TYPING

has given excellent results. Some of the totally blind students are now able to independently travel anywhere in St. Augustine.

Soundsciber Course

Some areas of office work are becoming fields in which large numbers of visually handicapped people are able to secure profitable and interesting employment. To enrich our business classes a course in soundsciber is now offered which will prepare students for related types of office work after graduating, as well as give them a better understanding of office procedures. Mrs. Tobin, the business instructor, reports: "This year we have 52 students in the typing classes. All students from the sixth grade through the twelfth grade have a forty-five minute typing period five times each week.

We have 16 standard typewriters in our department. During this year we have added four new machines. Two of these are machines with large type and are used by students with some sight. Our students follow the regular course of study for typing as nearly as possible. A number of advanced students reach a typing speed comparable to the best public high school or business college student. A number of our graduates are attending college and their knowledge of typing is a great benefit to them. Several



graduates are also working as typists and receptionists.

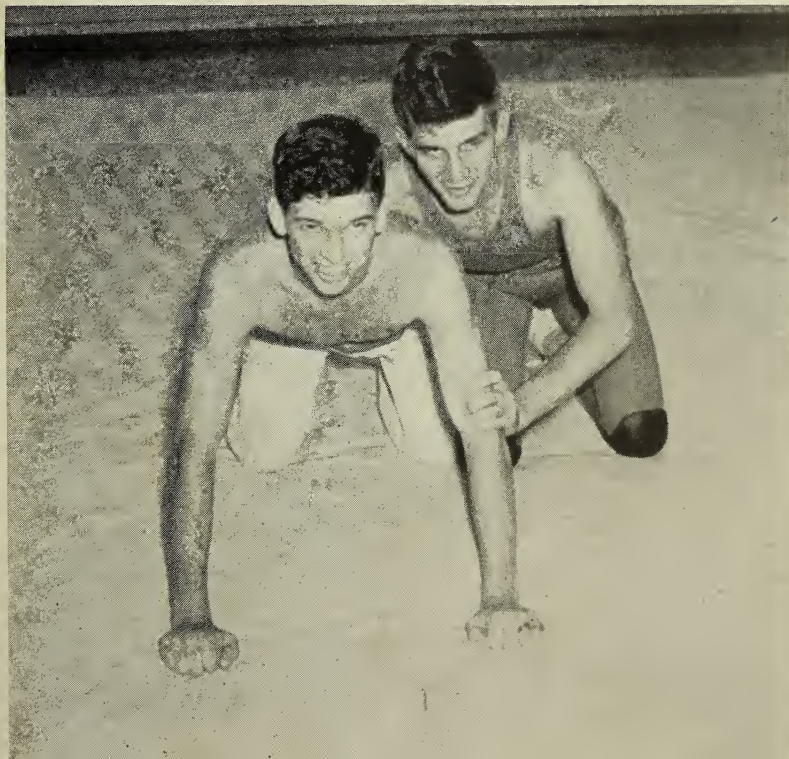
This year three students are taking a course in modern machine transcription using the soundscraper dictating and transcribing machines. Only students with better than average ability in spelling and the use of English are eligible. Also students beginning this course must be able to type forty words per minute on straight copy.

At the present time five girls are being trained to operate the school switchboard. These girls operate the switchboard from four to eight p.m. each day and on Saturdays and Sundays."

Wrestling and Track

In addition to the daily physical education classes, teams have been organized for both wrestling and track, and both the boys and the girls competed with students from other schools for the blind for the first time. The boys went to Philadelphia to compete with the boys from eleven other schools in the Eastern Athletic Association of Schools for the Blind wrestling tournament. Both boys and girls track teams competed with the Mississippi School for the Blind in a dual meet held at the Florida School.

WRESTLING, A NEW SPORT



Expanded Testing Program

The testing program has been greatly expanded during the past two years. All students have been given audiometer tests, and almost all students have been given Snellen tests. A good start has been made in administering the Wechsler Intelligence Test, the California Mental Health Analysis, The Seashore Musical Aptitude, and the Pennsylvania Bi-manual Worksample. By the end of next year it is hoped that all students will have taken all the appropriate tests. The results are very helpful as an indication of various abilities in working with the students.

Services have been secured from the Center of Clinical Services, University of Florida, in making tests and evaluating the results concerning certain selected pupils. These services are invaluable in helping the entire staff deal with certain children.

New Home Economics Department

This year for the first time the Department for the Blind has a home economics department of its own. The room has been newly decorated and is well equipped. This addition makes possible daily home economic classes for the blind girls, smaller classes, and makes it possible to arrange the department in such a way as to be the most practical for instructing blind students.

Mrs. Sanchez, the cooking instructor, reports: "This past year there were twenty-five girls enrolled in the home economics classes. These girls were eager and enthusiastic in their desire to learn to cook. Previous to January, 1954, the classes shared the use of the kitchen in the Department for the Deaf. Crowded conditions made it necessary to equip another kitchen for the use of the blind girls. The blind girls home economics classroom is now located at the southeast end of Walker Hall.

The necessary supplies for this department were planned largely by the girls who were given a short course in home planning. All classes have been instructed in the use and care of equipment, and each girl has a notebook of valuable information about our daily foods."

New Location for Craft Classes

This year the blind girls craft department was moved to a new location which is better lighted, has more space, is more modern, and is in the same building with the majority of the other classrooms. These classrooms are adjacent to the home economics room which will make the department an excellent home making laboratory.

Report Card Revision

In many cases the parents of our students live so far from St. Augustine that it is difficult for them to visit their children





The Transcribing Machine, an Addition to the Typing Department

in the classroom as often as they would like. Therefore, we feel our report cards should give rather complete information concerning the child's progress and adjustment, both in the classroom and in the dormitory. The new report cards will give much more information and will be issued each nine weeks instead of eighteen as in the past.

New Method of Teaching Braille Writing in the Lower Grades

Learning to write Braille by means on a slate and stylus is extremely difficult for a young blind child because all symbols must be reversed when writing, fine coordination is required, and the slate must be removed and the paper turned over before the writer can read what he has just written. By using Braille writing machines to teach Braille writing to the students in grades one through three, the above mentioned problems are largely eliminated.

Additional Books

The text book supply has been increased to the point where in almost all cases there are parallel, up-to-date text books for



WRITING WITH A NEW BRAILLE WRITER

all grades in all subjects. A number of related texts have also been purchased for reference purposes. The following is a report by Mrs. Nash, the librarian: "The circulation of Braille books has greatly increased the last two years due to the new books which have been added in grade two Braille. A total of one hundred and fifty volumes have been purchased, which brings the total number of volumes housed in the library to sixteen hundred.

The talking books have continued to be very popular with the pupils; we have on hand over one hundred and sixty titles. The two talking book machines placed in the library this year have been in almost constant use."

Elimination of Some Dual Rooms

With the addition of classrooms and teachers it was possible to reduce the number of classrooms in the elementary department which contained more than one grade. At the present time there are only two rooms with more than one grade. Each of these rooms has two grades. This change has been very helpful in that it has made possible smaller classes, more homogeneous groupings, and the elimination of the distractions caused by one class reciting while the other studies.

Attendance of Sunday School and Church of Student's Choice

Through working with the ministers of St. Augustine arrangements were made so that the various churches provide transportation for the students who belong to their church. The students have been integrated into the regular Sunday School Classes, are very well accepted, and seem to like the arrangement very much. Some of the major advantages of this method are: the students develop a sense of belonging to a church group; they are able to enter into more church activities; they can attend church in smaller groups; they have the opportunity to associate more with sighted children of their age; and they are allowed to regularly attend the church of their choice.

Boy-Girl Relations

In an effort to improve boy-girl relationships, the boys and girls are allowed to sit together during assembly programs; evening dancing classes are conducted, and approximately an hour is available each afternoon when the older boys and girls can be together.

Survey of the Pre-School Blind in the State of Florida

A survey of the pre-school blind was made in the State of Florida in an effort to determine what the probable future enrollment will be, and to determine what the eye conditions of future students will be. Even with the number of day classes that are being started in the state, it seems our enrollment will increase a good deal in the next few years. Retrolental Fibroplasia will play a large part in this increase.



Survey of the School by the American Foundation for the Blind

Early in the 1953-54 school year a consultant in education for the American Foundation for the Blind visited the school to make a survey of the Department for the Blind. Her findings have been very helpful in pointing out weak points, strong points, and in general, setting up higher goals.

Additional Classrooms

During the last two years eight additional rooms in the main building have been made available to the Department for the Blind. One room is being used for the seventh grade, two rooms for the first grade, two rooms for typing and soundsciber, two rooms for girls' crafts, and one room for girls' cooking. All these rooms were badly needed and are being put to good use.

Additional Teachers

The addition of four staff members has made it possible to have smaller classes, offer more subjects, departmentalize the high school, and in general give much better training to the boys and girls.

HIGH SCHOOL STUDENTS AT THE PROM





SMALL BLIND BOYS AT PLAY

Field Trips

All students in the Department for the Blind have visited Marine Studios this year. Other large groups have gone to the Jacksonville zoo, Kingsley Lake, and to most of the points of educational interest in the city of St. Augustine.

New Equipment

The following new equipment has been purchased during the past two years:

- One Hammond Organ
- One Soundscriber Transcriber
- Ten Perkins Braille Writers
- Four 12' x 12' Wrestling Mats
- Complete equipment for a home economics kitchen
- Four New Typwriters
- Thirty "Ten-Twenty Universal" Desks

Respectfully submitted,

LEE IVERSON, *Principal.*

A STUDENT PLAYING THE NEW ORGAN



DEPARTMENT FOR THE NEGROES

Deaf and Blind

The Departments for the Negro Deaf and the Negro Blind are organized very similarly to those in the two departments for white children. This past year they were placed under the direct supervision of the white principals and supervising teachers. Noted improvements have been made in all areas. Many school facilities, such as the hospital and laundry, which serve the white, also serve the Negro children.

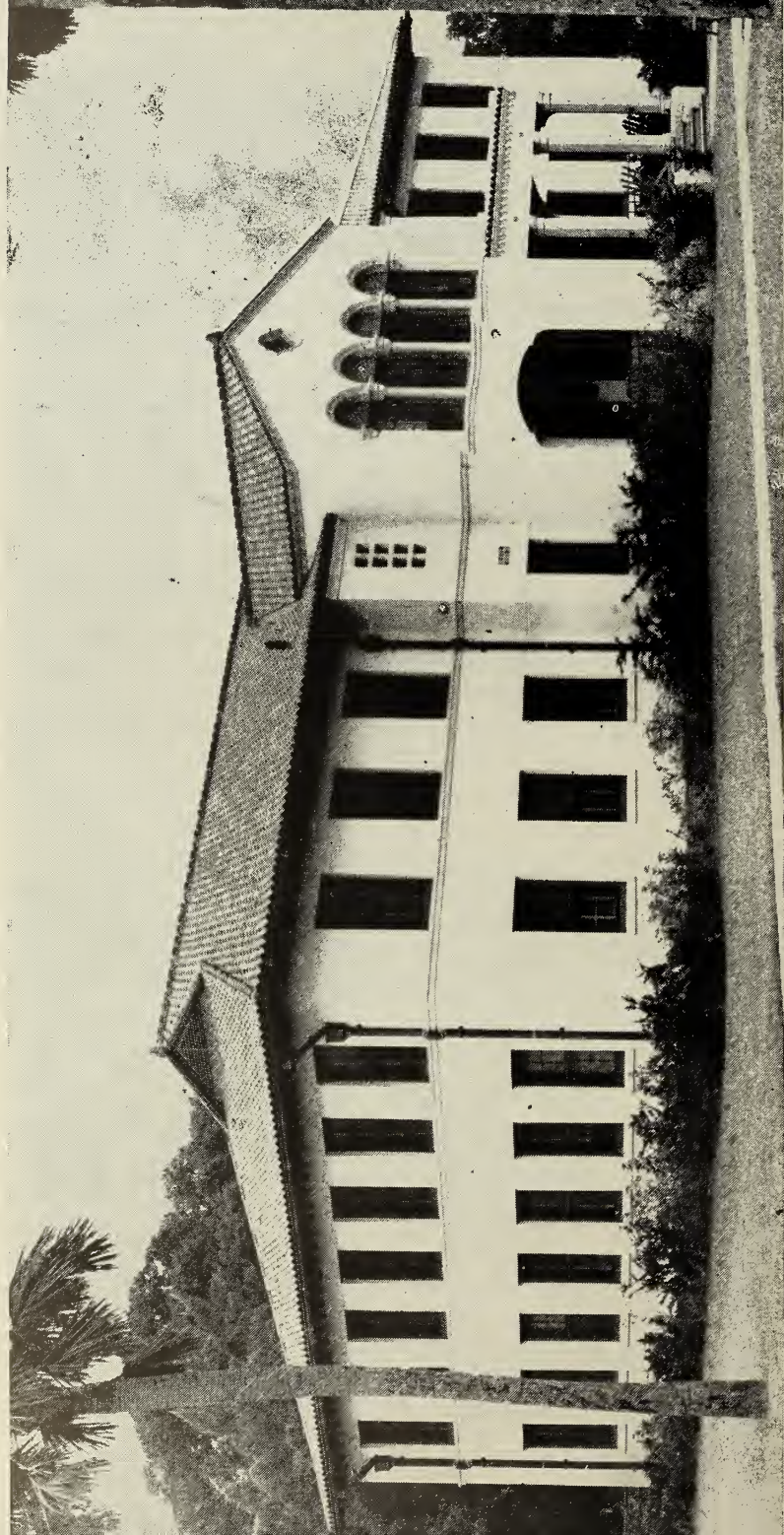
With the opening of the new dormitory for Negro girls in October, 1952, which is like the new one occupied by the Negro boys in 1950, living quarters for these children are the finest available. These dormitories are beautifully decorated and completely furnished with modern, attractive furnishings. Television sets in both dormitories add to the entertainment of the children.

During the 1952-53 year there were only six teachers in the Department for the Deaf and four teachers in the Department for the Blind. However, during the 1953-54 session, four additional teachers were added to the Department for the Deaf and three additional teachers to the Department for the Blind. More personnel was added to supervise the children during the hours while out of the classroom.

At the present time a \$250,000 building program is being carried out to modernize the classroom building, auditorium, dining room and kitchen. Since this work was started April 15, 1954, it was necessary to close early. No time was lost from school as classes were held on Saturday and some of the holidays during the school year.

When this building program is completed, facilities for the Departments for the Negroes will be finer than those for the white children.

Due to the fact that the enrollment is much smaller than in the white departments, it has been necessary to use a few vocational and recreational teachers in a dual



NEW DORMITORY FOR NEGRO BOYS

capacity. The total enrollment this past year was 124—74 acoustically handicapped and 50 visually handicapped. Plans are underway to broaden the vocational work as well as the physical education program. This past year the Negro boys for the first time, had a basketball team and played regularly scheduled games with outside teams.

HOUSEHOLD AND MAINTENANCE DEPARTMENT

In a large residential, educational institution such as ours, the academic and vocational programs consume the average of only fifty hours per week. The efficient care and training of over five hundred handicapped children is a tremendous responsibility during the remainder of the time. Although some children go home every few week ends, the majority of the children must be cared for outside of school time and over the week ends and holidays. During these times the Household, Dietetic, Laundry, Health, Recreational and Maintenance Departments must be coordinated in such a way as to insure proper care of the children for twenty-four hours a day.

Capable houseparents must be carefully selected since the children spend more time with them than in the classroom. The daily program must be arranged to keep all children occupied so that their whereabouts may be known at all times.

Every effort is made to provide a home like atmosphere for those attending this school. Many recreational and social activities are provided. Excursions, picnics, movies, athletic events and cultural entertainment are provided. Birthdays and national holidays are celebrated in various ways.

The reports of the department heads will clarify some of their responsibilities to the students.

HOUSEHOLD DEPARTMENT

TO THE PRESIDENT:

The aim of the Household Department is to uphold the high standards and principles of the school. In housekeeping, we

strive for the maximum of safety, cleanliness, cooperation and courtesy, all of which are necessary for gracious, comfortable and happy living.

Part of our work is experimental. When new products, which meet the requirements of the Bureau of Standards become available, we try to find out which ones will better enable us to meet our particular needs. So that this will not interfere with the Academic Department or dormitory living, we make these experiments during breaks in the school year and during the summer,

Necessary supplies are kept on hand at all times to be drawn on requisitions when needed. Also it is the duty of the Household Department to see that all mechanical supplies such as sewing machines, vacuum cleaners, waxing machines, televisions and other appliances are kept in good repair and replaced when necessary.

A typical list of supplies drawn during a month is appended. The month of February, 1954, is used as an example:

Toilet Paper, rolls.....	584
Paper Towels, packages of 100.....	179
Paper Cups, packages of 100.....	104
Paper Napkins, packages of 1,000.....	43
Waxed Paper, large rolls.....	4
Paper Plates, for parties	204
Modess	1,238
Facial Tissues, packages of 3,000.....	35
Life Buoy Soap, bars.....	517
Toilet Soap, bars.....	522
Laundry Soap, large bars.....	129
Pumice Soap	11
Cleanser, cans	254
Emery Paper, sheets.....	11
Metal Sponges	21
Stove Brick	1
Cleaning Liquids, including non-poisonous insecticides, disinfectants and furniture polish, gallons	99
Materials for care of Floors	
Steel Wool Pads	4
Wax, gallons	46
Mop treatment for floors, gallon.....	1
Cleaning tools replaced	
Wax applicators	4
Brooms	19
Mops	55
Dust Pans	2
Trash Cans	5
Waste Baskets	4

Permanent Supplies replaced	
Sheets	60
Pillow Cases	50
Bath Towels	50
Hand Towels	14
Wash Cloths	88
Laundry Bags	5
Mattress Pads	1
Mattresses	2
Bedspreads	33
Cocoa Mats	2
Chef's Coats	4
Paper Towel Holders	1
Sewing Materials for Mending	
Tape, packages	3
Needles, packages	7
Thread, spools	77
Snap Fasteners, cards	3
Buttons	126
Thimbles	1
Miscellaneous	
Marking Pens and Refills, for laundry ...	6
Curtains, pairs	2
Rugs, small	11
Lamps	1
Requisition Books	12
Note Books, prizes for parties	8
Crepe Paper, rolls for parties	49
Sun Glasses, pairs	2
Moth Flakes, 2 lb. packages	2
Laundry Lists, pads	4
Dish Cloths	4
Flashlight Batteries	12
Card Tables	3
Scissors	1
Toilet Bowl Brushes	15
Scrub Brushes	1
Pails	5
Deodorant Blocks	18
Push Brooms, stiff	1

Respectfully submitted,

MARJORIE M. PANGBURN,
Household Director.

DIETETIC DEPARTMENT

TO THE PRESIDENT:

The Food Service Department is pleased to report that the stimulating job of feeding over 500 children and 200 adults, three times a day, has again been successfully carried out for the past two years. Our special catering also contributed to many happy parties, dances and picnics.

We continued to issue all supplies from the main kitchen, and the food was then prepared and served in five different buildings, namely: Walker Hall, Bloxham, Wartmann, New Primary and the Department for Negroes. All five kitchens operated under one master menu, with a special children's light-supper menu for the primary department. Variations may be made according to need. We also served mid-morning nourishment, consisting of fortified milk and cookies, to all underweight children and to all primary children.

In the way of new equipment and improvements, we have been fortunate in acquiring the following:

1. Two stainless steel dishwashing machines and stainless tables for Bloxham and Wartman Cottages.
2. A large coffee urn for the main building.
3. A colorful plastic tableware, which is very attractive and light-weight and easy to handle. We have almost complete service in the three primary cottages, and will continue to replace our chinaware with this plastic tableware as breakage occurs and our budget permits.
4. Completely renovated the kitchen and dining rooms of the Department for Negroes.

In conclusion, we invite your perusal of the attached, a typical week's menu. To give added interest, I stressed color, texture and combination of foods, as well as the vitamin packed Basic Seven every day. The children's keen anticipation and verbal appreciation of each meal have been very gratifying.

Respectfully submitted,
DOROTHY A. MITCHELL,
Dietitian.

MONDAY, APRIL 5, 1954

Prunes
Buttered Grits
Fried Luncheon Meat
Cinnamon Toast
Milk, Coffee

Salisbury Steak, Gravy
Fr. Fried Onion Rings
Whipped Potatoes
Scalloped Tomatoes
Bread and Butter
Fruit Ambrosia
Milk, Tea, Coffee

Cheese Souffle
Lima Beans
Carrot, Celery, Apple
and Raisin Salad
Bread and Butter
Strawberry Jello
Milk, Tea, Coffee

TUESDAY, APRIL 6, 1954

Orange	Roast Lamb, Gravy	Pork Sausages
Ready-to-eat Cereal	Buttered Noodles	Whipped Sweet Potatoes
Cooked Eggs	Peas and Carrots	w. Marshmallow Sauce
Toast, Butter, Jelly	Minted Pear Salad	Hearts Lettuce, Rus. Dr.
Milk, Coffee	Bread and Butter	Bread and Butter
	French Donut	Baked Apple
	Milk, Tea, Coffee	Milk, Tea, Coffee

WEDNESDAY, APRIL 7, 1954

Half Grapefruit	Baked Ham w. Crushed	Fresh Vegetable Soup
Buttered Grits	Pineapple Gravy	Deviled Egg Salad
Crisp Bacon	Whipped Potatoes	Tomato Wedges
Honey Buns	Turnip Greens	Potato Chips
Toast, Butter	Bread and Butter	Bread and Butter
Milk, Coffee	Devils Food Cake with	Peanut Butter, Crackers
	White Icing	Milk, Tea, Coffee
	Milk, Tea, Coffee	

THURSDAY, APRIL 8, 1954

Juice	Fried Chicken	Grilled Frankfurters
Oatmeal	Cranberry Sauce	Pork and Beans
Scrambled Eggs	Whipped Potatoes	Coleslaw
Toast, Butter, Jam	Creamed Corn	Bread and Butter
Milk, Coffee	Bread and Butter	Fruit Cocktail
	Fresh Fruit	Milk, Tea, Coffee
	Milk, Tea, Coffee	

FRIDAY, APRIL 9, 1954

Banana	Fried Fresh Fillet	Baked Tuna and Noodles
Cold Cereal	Whipped Potatoes	Tomato, Avocado and
French Toast, Butter,	Spinach	Onion Salad
Honey	Tomato Aspic on	Bread and Butter
Milk, Coffee	Shredded Lettuce	Lemon Iced Cake Square
	Bread and Butter	Milk, Tea, Coffee
	Tangerine Sherbet	

SATURDAY, APRIL 10, 1954

Prunes	Beef and Gravy, Car-	Baked Corned Beef
Buttered Grits	rots, Celery, Onions	Hash, Catsup
Crisp Bacon	Steamed Rice	Green Bean Salad
Cinnamon Toast	Pickles	Bread and Butter
Milk, Coffee	Bread and Butter	Fruit Ambrosia
	Fresh Fruit	Milk, Tea, Coffee
	Milk, Tea, Coffee	

SUNDAY, APRIL 11, 1954

Orange	Tomato Juice	Sandwiches
Cold Cereal	Roast Veal, Gravy	Fresh Fruit
Cooked Eggs	Whipped Potatoes	Cookies
Toast, Butter	Buttered Broccoli	Juice
Coffee Cake	Bread and Butter	
Milk, Coffee	Ice Cream, Choc. sauce	
	Milk, Tea, Coffee	

STUDENT HEALTH PROGRAM

The health program has been greatly improved during the past two year period. Prior to 1952, the school infirmary was inadequately staffed with only two nurses. During the 1952-53 session an additional nurse was added and during the past year four nurses, one registered and three practicals, were on the school hospital staff. Due to the difficulties involved in maintaining a suitable health program for over five hundred children, many with multiple handicaps, it became necessary to have the school hospital covered twenty-four hours a day for seven days a week.

The nurses, with the help of the new school physician, Dr. George C. Hopkins, Jr., and the new dentist, Dr. L. J. Rumph, and Dr. C. C. Grace, for many years the ophthal-

PRIMARY DEAF AT PLAY



mologist and otolaryngologist, a very comprehensive health program has been set up. This program has been coordinated with the dietetic and household departments. The success of this program became evident during the second half of the biennium as illnesses were held to a minimum and there were no epidemics. Many types of clinics were held and suitable procedures, with excellent result, were carried out through the help of many consulting physicians as will be shown in the nurse's report.

An efficient running clinic hospital has been set up with:

- (1) a complete and accurate card file system,
- (2) a supplementary file system of charts of hospital patients,
- (3) a file system to get complete histories on students,
- (4) visual acuity tests on all students in the Department for the Blind,
- (5) a suitable supply of drugs, medications and supplies for emergencies,
- (6) a complete inventory of supplies and equipment in the hospital building,
- (7) complete redecoration of the interior of the hospital,
- (8) securing complete medical reports and diagnoses on pupils prior to their entering school,
- (9) signed surgery permits by parents for emergencies,
- (10) complete first aid kits distributed to all house-parents and supervising personnel,
- (11) regular inspection of all kitchens, dormitories, and employees suspected of any illnesses, and
- (12) regular testing of milk, fresh vegetable supply, and other food service supplies.

Due to the very efficient handling of the school hospital after February 1, 1953, by Mrs. Marion O. Hill, R. N., no major problems arose during the past school year.

REPORT OF THE HEAD NURSE

TO THE PRESIDENT:

In accordance with your request, I submit the following report for the infirmary.

The infirmary is made up of twenty-three beds: boys' ward, 10 beds; girls' ward, 6 beds; two rooms with two beds each, and one room with three beds. The girls' ward was cut from eight beds to six to make a larger working area in which we hold daily clinics.

The room with three beds is used for isolation cases and the other two rooms of two beds each for the Negro students.

We also have one treatment room, a dental room, and a room used for eye, ear, nose and throat examination.

At the beginning of each school year each student receives a complete physical examination and a separate ear, eye, nose and throat examination. Kahns or Wassermanns were given all pupils and employees not having them before. From the above examinations children with abnormalities are noted, along with those needing special medical attention, and scheduled for further treatment.

Dr. C. C. Grace, ophthalmologist and otolaryngologist, has performed approximately forty tonsil and adenoidectomies, and six to nine children are examined, and refracted weekly, diagnosis made and glasses prescribed if necessary. Four or five visual acuity tests are done per week. Monthly examinations are given to all chronic ear cases. Tension checks are done monthly and all acute eye and ear diseases, injuries, etcetera are cared for.

The children have had excellent dental care under Dr. Leo J. Rumph, D.D.S. Dr. Rumph has started an intense program for improved dental hygiene among the students and has done numerous plastic restorations with excellent results.

Two cardiac clinics were held, one in 1953 and one in 1954, under the direction of Dr. George C. Hopkins, school physician. Dr. F. A. Hernandez of Miami, Dr. S. Doff of Jacksonville, Dr. Roy Baker of Jacksonville, Dr. Daniel Usdin of Jacksonville and Dr. Joseph Canipelli of Jacksonville attended as consulting physicians. All children with heart abnormalities were studied, diagnosed, and treatment prescribed. X-rays and electrocardiograms were made. Arrangements were made for students needing heart surgery. Two operations for patent ductus arteriosis have been done successfully and one for Tetralogy of Fallot has been scheduled for July, 1954.

Three orthopedic clinics were held in 1954 by Dr. Hopkins with Dr. Richard Worsham of Jacksonville consulting physician. Difficult orthopedic cases were studied, x-rays made and treat-



THE SCHOOL HOSPITAL

ment prescribed. Assistance in proper shoe fitting was given by Mr. D. W. Bremer of Jacksonville.

Other operative procedures were carried out with the aid of Dr. H. E. White, St. Augustine, and Dr. H. S. Norris of St. Augustine, including repair of undescended testicle, appendectomies, spleenectomy, hypospadias, herniorrhaphy and hydrocele repair.

Most gonocological consultations were aided by Dr. J. J. DeVito of St. Augustine.

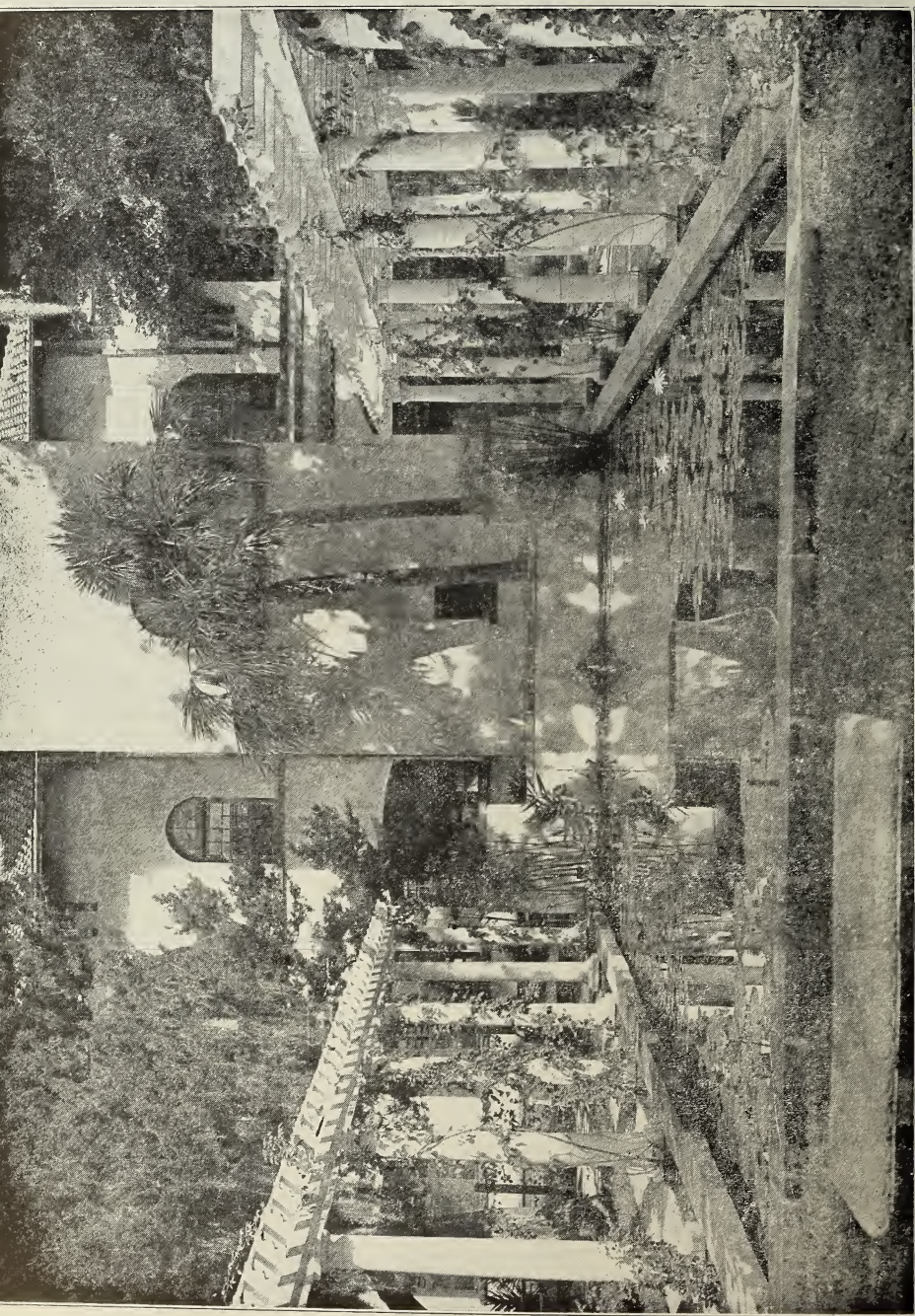
Investigations were begun in hopes of determining the causes of deafness and blindness, especially congenital and multiple malformations among the school group.

The following surveys were made under the direction of Dr. Hopkins: Diabetic survey, tuberculosis survey (including mobile unit), sickle cell survey in Negro school, epileptic survey (with Dr. W. J. McCullagh of Jacksonville consulting physician), nutritional survey and serological survey. Stool studies for intestinal parasites and treatment. Also complete immunizations were given all students. All children subject to seizures or suspected of having brain damage were given electroencephalograms by Dr. McCullagh of Jacksonville.

The infirmary has been recently redecorated, which was a vast improvement. However, we need an improved heating system and improved bathroom facilities for both patients and nurses living in the school.

We are also in dire need of more facilities for the Negro students in the infirmary.

Respectfully submitted,
MARION O. HILL, R. N.,
Head Nurse.



REPORT OF THE MAINTENANCE DEPARTMENT

TO THE PRESIDENT:

Nearly two years ago the new President, John M. Wallace, while making one of his visits to different school rooms, remarked that it was necessary to brighten up the rooms and make them more cheerful for our children. Knowing the very fact that color can affect and influence the lives of young school children and that it radiates good cheer, gives pleasure and provides comfort, the Maintenance Department was prompted to help let in as much of the colorful world as possible into our dormitories, study halls, bedrooms, and hallways. The cold, drab, tired looking rooms and halls in both McLane and Rhyne Hall have all been transformed into rooms of glowing charm, livable and inviting, a place where the children are to spend many good years of growing up. The new light colored rubber tile floors throughout both of these buildings and also in Walker Hall are helping to make a home-like atmosphere in our school.

The whole interior of the hospital has undergone the same process of brightening up. Anyone stepping into the front entrance will immediately feel his spirit lifted, which is as it should be, to bring about a happier frame of mind to our sick children.

The main kitchen was given special attention during the summer of 1953. All the walls, ceilings and woodwork including the woodwork in the pantry, storeroom and the six refrigeration rooms were all cleaned and painted. The gas cook stove and other kitchen equipment were gone over and put in first class condition. The same was done in the other four kitchens—one in the New Primary Building, one in each cottage, Wartmann and Bloxham, and one at the Negro Department. New stainless steel dishwashers and stainless steel tables were added to Bloxham and Wartmann kitchens.

Time was taken to put all of the awning type windows on the first floor in the New Primary Building in good working order. All of the screens were made removable, making it possible for the windows to be washed and cleaned at any time without calling on the Maintenance Department for help.

All doors, windows, screens and furniture in the Administration Building, better known as Walker Hall, were checked and put in condition. The joists, sub floor and finish floor in the Bookkeeper's office, ruined by a steam pipe leak, were replaced with new material. The ceiling, walls, and the woodwork in both the Bookkeeper's office and the Business Manager's office were painted.

Last year the rooms on the second floor in the former President's apartment were changed into classrooms for the blind. This

year those on the first floor were changed into domestic science rooms and craft rooms, also for the blind.

To help improve the looks of our campus, all shrubbery around the buildings was fertilized, and pruned to the height of the first floor window sills wherever possible.

Noticing a lack of color in our landscape, R. E. Porter, our Business Manager and a lover of flowers, gave the school cuttings of azaleas, yellow jasmine, and other perennials. At present these cuttings are coming along fine. All landscape work is under the supervision of Eugene Carre, a graduate of this school and of the University of Florida, with a major in Agriculture. He teaches a group of twenty-one boys in the Vocational Department. The instructions consist of on-the-job training in general grounds care, preparation and planting of cuttings, and planting and transplanting of shrubs.

Our automotive equipment is in excellent condition. It consists of one 1953 1½ ton Ford truck, one 1953 Ford dump truck, one 1950 Chevrolet pickup truck, one 1952 Chevrolet station wagon, one Chevrolet handy wagon, one 1946 thirty-two passenger Chevrolet bus, and one 1953 sixty passenger Ford bus.

The "blockhouse" storeroom placed in an inconvenient location in the Laundry was torn out and re-built in the northeast corner of the building. This work was done by the Negro pupils under the supervision of the Maintenance Department.

This year, with the new system of rotation of classes, the boys were divided into three classes—8:00 a.m. to 10:45 a.m., 10:30 a.m. to 12:45 p.m., and 1:45 to 4:00 p.m. Instruction was provided in all kinds of repair work and care of grounds. The skills learned in these classes help the boys in the care of their homes and lawns in later life. Experience in these classes and other pre-vocational courses enable the boys to decide their life work.

One of the most noticeable and very pleasing things that has come to my attention in the last two years is that there is a much better relationship and better cooperation among our department heads, teachers, and other employees. This is as it should be, especially for our children. It is surprising how quickly a small child knows and feels uneasy when there is the least bit of friction. We must provide a happy environment conducive to the education of the whole child.

Respectfully submitted,

EUGENE HOGLE,

Superintendent of Maintenance.

THE LAUNDRY

Serving all departments is an excellent modern laundry under the supervision of Mrs. Annie Lou Mitchem. During the last year period, \$2,395.30 has been spent on additional equipment thus making it one of the most up-to-date in the state.



THE GIRLS LEARN TO IRON



CLARENCE J. SETTLES GYMNASIUM

The State Board of Control of Florida voted unanimously at their May, 1953 meeting to accept the recommendation of President John M. Wallace that the new gymnasium be called the Clarence J. Settles Gymnasium in memory of the late Dr. Settles.

The gymnasium is of steel concrete and concrete block covered with stucco to conform with the other buildings on the campus. The foundation was placed on pilings. The total cost of the building, including equipment, was \$450,000.

The basketball court is on the second floor and can be divided by large doors into two large courts where both boys and girls, or deaf and blind, can practice at the same time. Other features of the gym include shower and locker rooms for both boys and girls, deaf and blind; physical therapy rooms, classrooms, offices, storage rooms and a room for wrestling and other indoor sports. On the south end are third floor restrooms for the public and on the north end third floor are offices. This new gymnasium is is one of the finest to be found on any school campus of this sort.

NECROLOGY

Dr. Clarence J. Settles, who retired as President of the Florida School for the Deaf and the Blind September 1, 1952, passed away at the Riverside Hospital in Jacksonville on January 13, 1953.

Dr. Settles, who was a native of Callaway County, Missouri, came to St. Augustine in 1932. A veteran educator of the deaf and blind for thirty-six years, he spent the last twenty years as head of the Florida School.

Dr. Settles' first teaching experience was in the Tennessee and Pennsylvania Schools for the Deaf. Before coming to Florida, he served as superintendent of the Arizona School for the Deaf and the Blind and the Idaho School for the Deaf and the Blind.

During his administration at the Florida School, the attendance increased from approximately 300 to 500 stu-

dents. Many improvements were made at the school and an extensive building program was carried out.

He is survived by his wife, Katherine, one daughter, Catherine, who is Mrs. A. H. Craig, Jr., of St. Augustine, and a son, Clarence J. Settles, Jr., of St. Augustine.

PROFESSIONAL MEETINGS

The President of the school attended and participated in the following professional meetings during the 1952-54 biennium:

1. Institute for mothers of pre-school blind children, Miami, October 27-28, 1952. Consultant and speaker.
2. Meeting Board of Trustees, American Printing House for the Blind, Louisville, Kentucky, November 10 and 11, 1952. Member of Board.
3. Meeting with the Florida Council for the Blind at the Adult Training Center for the Blind, Daytona, February 26, 1953.
4. Florida Children's Commission Meeting at the Florida School for the Deaf and the Blind, St. Augustine, March 1-3, 1953. Consultant.
5. International Council for Exceptional Children, Boston, Massachusetts, April 8-10, 1953. Observer and participant.
6. Conference on the Education of Deaf-Blind (double-handicapped) Children at Perkins Institute, Watertown, Massachusetts, April 13-15, 1953. Member of National Study Committee.
7. Convention of the Florida Federation of the Blind, St. Petersburg, May 16-17, 1953. Speaker.
8. Convention of American Instructors of the Deaf, Vancouver, Washington, June 28-July 3, 1953. Observer and participant.
9. National Rehabilitation Association Meeting, Miami Beach, October 26-28, 1953. Speaker.
10. Meeting of Board of Trustees, American Printing House for the Blind, Louisville, Kentucky, November 8-10, 1953. Member of the Board.
11. National Study Committee Meeting on the Education of Deaf-Blind (double handicapped), Iowa School for the Deaf, Council Bluffs, January 25-27, 1954. Member of the National Study Committee.
12. Florida Children's Commission, Wakulla Springs, March 15-16, 1954. Consultant.
13. Institute for mothers of pre-school blind children, Jacksonville, Florida, March 31, April 2, 1954. Speaker and consultant.

14. Conference of Executives of American Schools for the Deaf, New Mexico School for the Deaf, Santa Fe, April 20-25, 1954. Member of the Executive Committee.
15. Alexander Graham Bell Speech Association of the Deaf, St. Louis, Missouri, June 14-18, 1954. Observer and participant.
16. American Association of Instructors of the Blind, New York School for the Blind, Batavia, June 27-July 1, 1954. Observer and participant.

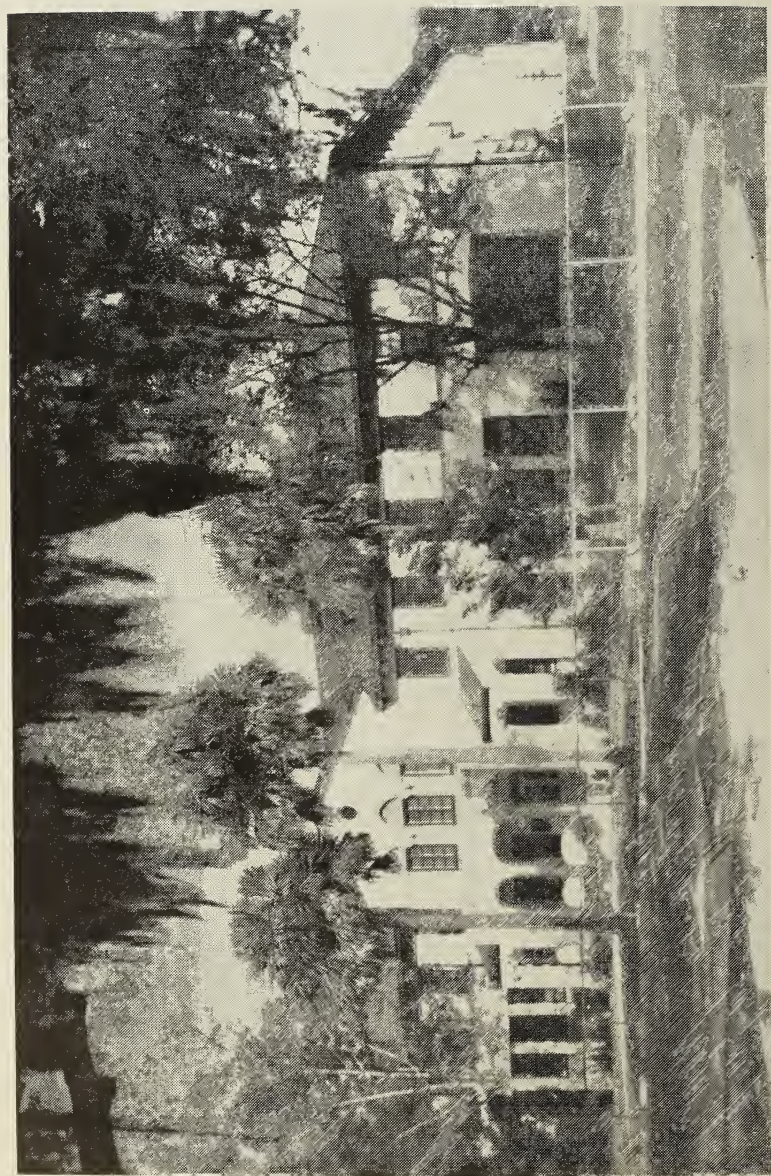
Members of the staff attending various meetings were:

1. Florida Education Association, Tampa, March 19-21, 1953, Miss Bessie Pugh, Mrs. Helen Hudson, Mrs. Inez Koger, Mrs. Jeneva Tobin and Miss Anna Hereford.
2. Florida Education Association, Miami, April 8-10, 1954, Mrs. Doris Hoagland, Mrs. Gretchen Brinkman, Mrs. Winifred Forsyth, Miss Joanne Dzuiba, Mrs. Mildred Murray and Mr. McCay Vernon.
3. International Council for Exceptional Children, Cincinnati, Ohio, April 27-May 1, 1954, Miss Lucile Fralick.
4. Alexander Graham Bell Speech Association of the Deaf, St. Louis, Missouri, June 14-18, 1954, Mrs. Emelie O. Kalal, Miss Josephine Olson and Miss Christine Olson.
5. American Association of Instructors of the Blind, New York School for the Blind, Batavia, June 27-July 1, 1954, Mr. Lee Iverson, Principal, Department for the Blind.
6. National Education Association Meeting, New York City, June, 1954, Miss Imogene Allen.

STUDENTS IN INSTITUTIONS OF HIGHER LEARNING

During the past biennium there have been nine graduates of the school attending colleges. These include. (1) Louise Wingard, Gallaudet College, Washington, D. C.; (2) Edward Cusic, University of Florida; (3) Robert Chism, University of Florida; (4) Leon Adams, University of Florida; (5) Robert Martin, Florida State University; (6) Earnestdeen Johnson, Florida State University; (7) Marcus Clayton, University of Georgia; (8) Paul Behn, Edward Waters College; and (9) Calvin Swilley, Florida A. & M. College.

The school has two scholarship funds, the A.W. Gilchrist and the Elizabeth M. Bess endowment funds, which are supervised by the Board of Control. All of the above named students, except Marcus Clayton, have recieved \$125.00 each per year from these funds.



NEW PRIMARY BUILDING LOOKING FROM SAN MARCO AVENUE

ORDER OF THE DAY**SCHOOL DAYS**

Rise	6:00 AM
Breakfast	6:55 AM
School	8:00 AM
Recess	10:15 to 10:30 AM
Close of School	12:45 PM
Dinner	12:55 PM
Shops	1:45 PM
Close of School	4:00 PM
Supper	5:55 PM
Study—Blind and Deaf	7:00 to 8:30 PM
Retire—Lights Out	9:30 PM

SATURDAYS

Rise	6:00 AM
Breakfast	6:55 AM
Shops	8:00 AM
Close of Shops	11:00 AM
Dinner	12:55 PM
Supper	5:55 PM
Retire—Lights Out	9:30 PM

SUNDAYS

Rise	7:00 AM
Breakfast	8:00 AM
Sunday School	9:00 to 10:00 AM
Devotional Exercises	11:00 AM
Dinner	1:00 PM
Refreshments	5:00 PM
Retire—Lights Out	9:30 PM

MAJOR IMPROVEMENTS

Space will not permit a detailed account of the many changes and improvements made during the last two year period. The Board of Control is due high praise for their cooperation in helping the President point out the additional financial assistance required for an improved program to the 1953 Legislature. The Legislature's generosity is shown in the following table:

1951-53 Budget		1953-55 Budget	
Salaries	\$ 597,178.00	Salaries	\$ 942,644.00
Expense	446,722.00	Expense	611,330.00
Total	<u>\$1,043,900.00</u>	Total	<u>\$1,553,974.00</u>
1953-55 Budget		\$1,553,974.00	
1951-53 Budget		<u>\$1,043,900.00</u>	
Increase of		<u>\$ 510,074.00</u>	

The Legislature also appropriated \$440,000.00 for Capital Outlay during the 1953-55 period.

Among the noted improvements to the physical plant have been:

1. Negro girls' dormitory constructed, furnished and occupied in October, 1952.
2. New gymnasium completed and fully equipped during 1953-54.
3. Rhyne and McLane Halls both completely redecorated in pastel colors and new rubber tile floors laid throughout.
4. New rubber tile floors laid throughout Walker Hall in the classrooms, auditorium and hallways.
5. Wartmann and Bloxham Cottages completely redecorated in light colors, and stainless steel dishwashers and tables installed in their kitchens.
6. Hospital building completely redecorated.
7. New clay tile floors laid in kitchen and ceramic tile laid in bathrooms of new primary building. Exterior wings on the east waterproofed.
8. Renovation of the classroom building, and the auditorium, dining room and kitchen of the Department for Negroes.
9. General repairs and improvements throughout all buildings and the grounds.
10. More than \$56,000.00 worth of furniture and permanent equipment added to all departments. This does not include supplies, food stuffs and other expendables.

RECOMMENDATIONS FOR FUTURE CAPITAL OUTLAY EXPENDITURES

The following recommendations are made for future expansion and capital outlay expenditures. This building and reconstruction program should be carried out in the next two to four years.

1. Enclose Swimming Pool

The 1953 Legislature appropriated \$50,000 for a swimming pool. This amount was not sufficient to enclose the pool, but in drawing up the present plans, provisions were made for enclosing it at a later date as it will be of little value except during warm weather unless this is done.

2. Reclaim Thirty to Forty Acres of Marshlands to the East of Present Campus

At the present time the school, with its four departments, is crowded into an area of approximately twenty-six acres. More land is needed for future expansion. This can be done by pumping in fill on the marshlands to the east of the present campus.

3. Build Dormitory and Dining Room Facilities for White Blind Children

All white blind children, numbering approximately one hundred, are crowded into the west ends of two dormitories which are badly needed for the intermediate and advanced deaf children. The blind children of all ages at the present time are eating in the large main dining room which is predominately occupied by the intermediate and advanced deaf students. These dormitories and the dining room are overcrowded.

4. Build Classroom for Blind Children

A separate classroom building is badly needed for the students in the White Blind Department. A recent survey showed a decided increase in the number of young blind children in the State of Florida; therefore, we anticipate an increased enrollment. The De-

partment for the Blind needs separate facilities from the Department for the Deaf.

5. Build Industrial Building for Negroes

There is an urgent need for a building to provide facilities for vocational training for the Negro boys. The present building is very inadequate and dilapidated, having been converted from a barn many years ago.

6. Renovate the Industrial Building for the Department for the Deaf—Boys and Girls

The Industrial Building for white deaf boys and girls was converted from an original dormitory. This building, although adequate in size, is in very poor condition and needs to be completely renovated and fireproofed. This building should be re-arranged for more efficient operation.

7. Renovate and Enlarge Present Infirmary

The present infirmary is inadequate to serve a school with so large a population of handicapped children. The bed facilities and clinic services for the Negro children are inferior. The present building needs to be renovated, enlarged and re-arranged to provide efficient and separate accommodations for the various departments.

8. Enlarge Store Rooms and Extend Maintenance Shops

A central store room is badly needed and provisions should be made to enlarge the present store room and add an additional area for maintenance shops.

9. Complete Renovation of Walker Hall

Walker Hall, which is one of the largest as well as one of the oldest permanent buildings on the campus, is in need of extensive repairs. Its reconstruction would have to take place in sections from firewall to firewall. Structurally this building is in bad condition and it should be completely rewired as the present system is inadequate and overloaded. The foundation is in poor condition and the wooden part of the ground floor has been badly undermined by termites.

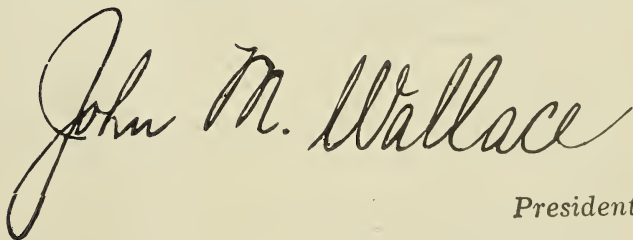
CONCLUSION

The improvements made during the past two year period, especially the second year, have been many. This is due mainly to the increased budget which has made it possible to employ additional and highly trained personnel. The quality of the faculty, in training and experience, is the best the school has possessed. The morale of the entire staff is excellent and the general atmosphere is one of harmony. In my opinion, if we continue to improve and secure the quality of personnel that has been obtained the past year, this school will be able to offer services to the deaf and the blind equal to any in the United States.

New equipment in all educational departments, as well as in all other departments rendering services to the student body, has been added. The general maintenance and upkeep to all buildings and grounds is now at a high peak.

In closing, I wish to express my sincere appreciation and thanks to the Governor, the Legislature, and the State Board of Education, and the State Board of Control for their interest and help in making it possible to improve the facilities for the education of the deaf and the blind children in the State of Florida. Also, I wish to thank the personnel of the school for the manner in which they received me and for the courtesy and cooperation which has been forthcoming.

Respectfully submitted,

A large, elegant handwritten signature in cursive script that reads "John M. Wallace". The signature is written in dark ink and occupies the lower half of the page.

President.

STATEMENT OF RECEIPTS AND DISBURSEMENTS

For 1953-55 Biennium

	1953-1954	Estimated 1954-1955 Including Balances Forward
SALARIES		
State appropriation released by Budget Commission	\$ 416,807.00	\$ 546,456.59
Disbursements	396,187.41	488,415.00
Balance	20,619.59	58,041.59
EXPENSE		
State appropriation released by Budget Commission	270,665.00	283,643.87
Disbursements	210,636.13	283,643.87
Balance	60,028.87	None
INCIDENTAL FUND		
Expense released by Budget Commission	17,000.00	None
Disbursements	704.76	None
Balance	16,295.24	None
CURRENT OPERATING CAPITAL OUTLAY		
Released by Budget Commission	45,000.00	83,918.24
Disbursements	33,131.76	82,550.00
Balance	11,868.24	1,368.24
CAPITAL OUTLAY		
Special Equipment and Improvements 1951-53 appropriation certified forward by Budget Commission 6-30-53	26,650.38	None
Disbursements	18,925.10	None
Balance	7,725.28	None
CAPITAL OUTLAY		
Furnishings Physical Education Building released by Budget Commission	40,000.00	12,596.32
Disbursements	27,403.68	12,596.32
Balance	12,596.32	None

STATEMENT OF RECEIPTS AND DISBURSEMENTS—Continued

	1953-1954	Estimated 1954-1955 Including Balances Forward
Negro Dining Room and Annex Renovation and Addition released by Budget Commission	125,000.00	114,750.01
Disbursements	10,249.99	114,750.01
Balance	114,750.01	None
Boys Dormitory-Renovation released by Budget Commission	25,000.00	2,970.32
Disbursements	22,029.68	2,970.32
Balance	2,970.32	None
Walker Hall-Renovation released by Budget Commission	50,000.00	28,305.02
Disbursements	21,694.98	28,305.02
Balance	28,305.02	None
Girls Dormitory-Renovation released by Budget Commission	25,000.00	2,970.32
Disbursements	22,029.68	2,970.32
Balance	2,970.32	None
Negro Classroom and Dormitory Renovation and Conversion released by Budget Commission	125,000.00	107,102.22
Disbursements	17,897.78	107,102.22
Balance	107,102.22	None
Swimming Pool released by Budget Commission	2,096.00	49,900.00
Disbursements	100.00	49,900.00
Balance	1,996.00	None
To'al Available All Funds	1,168,218.38	1,232,612.91
Total Disbursements All Funds	780,990.95	1,173,203.08
Total Balances All Funds	387,227.43	59,409.83

ROSTER OF WHITE DEAF BOYS

1.	Alford, Herbert Ray	Suwannee
2.	Allen, George	St. Johns
3.	Anderson, John Donald	Dade
4.	Aparicio, Edmundo Perdomo	Havana, Cuba
5.	Appin, Raymond	Hillsborough
6.	Arias, Thomas Albert	Hillsborough
7.	Baggett, Benly	Santa Rosa
8.	Barrow, James Robert	Dade
9.	Beane, Stacey Douglas	Pinellas
10.	Beggs, Brian Conrad	Broward
11.	Biggs, William Angus	Duval
12.	Bohannon, Henry Grady	Duval
13.	Boyter, William Russell	Okaloosa
14.	Braddock, Edward C.	Duval
15.	Bradley, James Kirby	Jackson
16.	Brooker, Niram Edward	Palm Beach
17.	Burke, William Olney	Lake
18.	Bynum, Russell Randolph	Bay
19.	Calhoun, Jack	Bay
20.	Carbonell, Jack Hillburn, Jr.	Monroe
21.	Carroll, Gary Wayne	Duval
22.	Carter, Charles Milton	Jackson
23.	Carter, Alton	Jackson
24.	Carter, Freddie Carlton	Jackson
25.	Christopher, Wayne	Duval
26.	Clark, Charles Berry	Dade
27.	Clark, Gary Brooks	Dade
28.	Clement, Leon William	Hillsborough
29.	Clemons, John Elliott	Dade
30.	Cochran, Michael Henry	Duval
31.	Cooke, Gaston Lafayette, Jr.	Dade
32.	Cox, Joe David	Okaloosa
33.	Crider, Robert Lee	Bay
34.	Crutchfield, Elton	Washington
35.	Curtis, Timothy Allen	Martin
36.	Davis, Bobby Edward	Pasco
37.	Dawes, Richard Philip	Duval
38.	DeMotte, Roy Earl	Volusia
39.	Dignan, Arthur Grant	Duval
40.	Dignan, Philip Van	Duval
41.	Donald, Richard Herbert	Duval
42.	Eason, Charles Daniel	Orange
43.	Elliott, Tommy	Orange
44.	Fazio, Joseph	St. Johns
45.	Fender, Jimmie Erral	Duval
46.	Fields, John Lee	Volusia
47.	Firkins, Robert John	Alachua
48.	Floyd, Johnny Forest	Orange
49.	Forrest, James	Martin
50.	Graves, Allen David	Hillsborough
51.	Foust, Robert William	Dade
52.	Fraser, George Gilbert, Jr.	Duval
53.	Fraser, Walter Lee	Duval
54.	Fredrickson, Donald	Hillsborough
55.	Garcia, Joseph A.	Duval
56.	Garrett, Robert Prather	Duval
57.	Genton, Harold Dean	Seminole
58.	Gilliland, Harold	Polk
59.	Glover, Clarence D., Jr.	St. Johns
59.	Goodwin, James I.	Pasco

ROSTER OF WHITE DEAF BOYS—Continued

61.	Green, Paul Franklin	Polk
62.	Green, Wilburn Carl	Polk
63.	Greene, Glen Philip	Duval
64.	Greer, Fred Levon	Palm Beach
65.	Groomes, Johnnie Prince	Polk
66.	Gunter, Jack Raymond	Escambia
67.	Guy, David Ray	Pasco
68.	Hall, Robert Henry	Escambia
69.	Hamilton, Thomas Wilbert	Palm Beach
70.	Harper, Raymond Jerry	Palm Beach
71.	Harrell, Gerald Dean	Polk
72.	Harrell, Roger Steven	Orange
73.	Harris, Ray Preston	Hillsborough
74.	Heise, Jon Edward	Orange
75.	Helmly, Robert Dean	St. Johns
76.	Hitchcock, Doyle Edward	St. Johns
77.	Higgins, Billy Ray	Duval
78.	Hoagland, Robert P.	Duval
79.	Hogg, Jimmy	Lake
80.	Hogg, Woodrow	Lake
81.	Holmes, Howard T.	Palm Beach
82.	Hood, James, Jr.	Gadsden
83.	Hornsby, Robert Ira	Polk
84.	Hunter, Talmadge Eugene	Hillsborough
85.	Irwin, Robert Allyn	Alachua
86.	Ives, Clarence Edward	Alachua
87.	Jarvis, Sherrill Dean	Hillsborough
88.	Jeffords, Edward Craig	Alachua
89.	Jenkins, Donald Atwood	St. Johns
90.	Justice, Donald Leon	Washington
91.	Keller, Jerry Douglas	Dade
92.	Kelly, Thomas Charles	Monroe
93.	Kennedy, Lewis Wayne	Polk
94.	King, Robert Benjamin	St. Johns
95.	Knowles, Robert Terry	Orange
96.	Koon, Joe Mack Henry	Duval
97.	Kurtz, Albert Eugene, Jr.	Duval
98.	Langley, Earl J.	Gadsden
99.	Langston, Murray	Leon
100.	Lewis, Stephen Lee	Pinellas
101.	Long, Michael Stuart	Broward
102.	Lopez, Michael	Hillsborough
103.	Lovering Archie Emanuel	Lee
104.	McElroy, Thomas Lloyd	Polk
105.	McMullen, Lewis Dallas	Duval
106.	Mathews, Aaron Levon	Okaloosa
107.	Mattson, Carroll Ward	Brevard
108.	Meadows, Jackson Chester	Taylor
109.	Metts, William Dewey	Dade
110.	Mills, James Howard	Duval
111.	Moore, Jimmy Daniel	Polk
112.	Mott, Terry Joe	Hillsborough
113.	Musselwhite, Glenn Earl	Hillsborough
114.	Newton, Ronald Edward	St. Johns
115.	Nix, Nathan Roy	St. Johns
116.	Norris, William Earlie	Orange
117.	Oliver, John Henry	Hamilton
118.	Ostrout, Bruce Joseph	Dade
119.	Padgett, Earl	Taylor

ROSTER OF WHITE DEAF BOYS—Continued

120.	Parker, Gordon Hollis	Volusia
121.	Parker,, William Gerald	St. Johns
122.	Parkes, Peter E.	Dade
123.	Partin, Dallas Paul	Orange
124.	Peeples, Jerome Wayne	Duval
125.	Peral, Thomas Douglas	Orange
126.	Pert, Ransom Samuel	Escambia
127.	Phillips, David Paul	Escambia
128.	Pinder, John Bernard	Nassau, Bahamas
129.	Pinner, Avery	Putnam
130.	Pinner, John Lewis	Putnam
131.	Poole, Dwight Mitchell	Dade
132.	Proffitt, Glenn Emerson	Polk
133.	Rafferty, Joseph F.	Dade
134.	Reeves, Henry Nathaniel	Broward
135.	Richardson, Robert Earl	Duval
136.	Robertson, Harry Earl	Orange
137.	Rogers, Oscar Jimmie	Duval
138.	St. Amant, Ronald Joseph	Hillsborough
139.	Sabella, Dennis	Hillsborough
140.	Sandager, Oliver Keith	St. Johns
141.	Scott, Harold Austin	Duval
142.	Scott, William Walter	Dade
143.	Shafer, J. Autry	Pasco
144.	Shay, John Willard	Nassau
145.	Shockey, Jon Michael	Hillsborough
146.	Singleton, Robert Clayton	Duval
147.	Sistrunk, Paul Richard	Hamilton
148.	Skipper, Billie Joe	Bay
149.	Smith, Donald John	Polk
150.	Smith, George Edward	Bradford
151.	Smith, Jack Venton	Dade
152.	Smith, William Bryan	Marion
153.	Spann, Emory Osborne	Duval
154.	Stewart, Michael Elmer	Duval
155.	Stokley, Joseph Donald	Leon
156.	Strehle, Homer B.	Escambia
157.	Strickland, Jack	Taylor
158.	Tate, James Alan	Bay
159.	Thompson, Charles Chester	Monroe
160.	Tomlinson, Ray	Pinellas
161.	Toney, Jody Clifton	Orange
162.	Vickers, James Carley	Broward
163.	Vinson, David Robert	Wakulla
164.	Von Dolteren, Anthony Joseph	Duval
165.	Walters, Jacob Bruce	Volusia
166.	Walker, Robert Allen	Dade
167.	Ware, Stanley G.	Dade
168.	Wehking, Lawrence David	St. Johns
169.	Wells, Bobbie Joe	Polk
170.	Whitehurst, Billy Ander	Hillsborough
171.	Whitehurst, Wayne	Hillsborough
172.	Wilcox, Roy Earl	Hillsborough
173.	Willis, Bobbie	Hillsborough
174.	Wise, Marvin C.	Jackson
175.	Wilson, Woodrow, Jr.	Baker
176.	Wright, Wilbur Arkley	Duval
177.	Wynn, John Clarke	Dade
178.	Zenz, Frederick Joseph	Dade

ROSTER OF WHITE DEAF GIRLS

1.	Adamson, Nannie Juliette	Walton
2.	Allen, Connie Jean	Duval
3.	Allen, Ruby Nell	Orange
4.	Atwell, Bettie Ruth	Holmes
5.	Bailey, Frances Oogna	Bay
6.	Bailey, Janet Ellen	Calhoun
7.	Barber, Elvina Elvee	DeSoto
8.	Bass, Louette	Putnam
9.	Belcher, Barbara Ann	Lake
10.	Blackmon, Mary Nell	Santa Rosa
11.	Blair, Nellie Dean	St. Johns
12.	Boggan, Betty Lee	Duval
13.	Braddock, Cecelia Anne	Duval
14.	Brooks, Gloria	Dixie
15.	Broom, Eloise	Washington
16.	Brown, Marsha	Hillsborough
17.	Brown, Virginia Lulu	Alachua
18.	Bryan, Rosalee	Duval
19.	Burdges, Jo Ann	Dixie
20.	Burkhard, Marilee	Hillsborough
21.	Campbell, Joyce Ealine	St. Johns
22.	Carrico, Judith Ann	Duval
23.	Carroll, Jenett	Polk
24.	Carter, Bonita Ann	Orange
25.	Cass, Jessie Elizabeth	Dade
26.	Cassida, Lilly Corinne	Walton
27.	Chaney, Deloras Joan	Nassau
28.	Chaney, Sarah Rosa	Nassau
29.	Cheatham, Brenda M.	Dade
30.	Clemons, Elizabeth Ann	St. Johns
31.	Cobb, Constance Lee	Hillsborough
32.	Commander, Juanita	Walton
33.	Cook, Barbara	Palm Beach
34.	Corbett, Patricia Ann	Lee
35.	Craig, Cheryl Rebecca	Escambia
36.	Crews,, Jenefure	Putnam
37.	Crews, Marilyn Yvonne	Nassau
38.	Crutchley, Helen Joyce	Brevard
39.	Dale, Elizabeth McGregor	Duval
40.	Dale, Nadine	Jackson
41.	David, Edith Lucia	Duval
42.	Dawes, Diana Karin	Duval
43.	Dawkins, Bettye Joann	Gulf
44.	Deal, Martha Lois	Washington
45.	Driggers, Peggy Ann	Suwannee
46.	Ducksworth,, Helen Marie	Lafayette
47.	Duncan, Patricia Ann	Hendry
48.	Edwards, Kathrine Janice	Dade
49.	Fair, Sue	Dade
50.	Feinberg, Beatrice	Duval
51.	Fisher, Barbara Ann	Polk
52.	Fowler, Selma Fay	Lake
53.	Gay, Caroline	Hillsborough
54.	Geiger, Betty Earle	Sumter
55.	Genton, Dores Ann	Seminole
56.	Gore, Willie Jane	Gilchrist
57.	Gray, Amy Penelope	St. Johns
58.	Gray, Joyce Quida	St. Johns
59.	Gulsby, Pamela Leona	Escambia
60.	Hair, Pearl Jeanette	Duval

ROSTER OF WHITE DEAF GIRLS—Continued

61.	Hall, Betty Jean	Duval
62.	Hansen, Joanne Eunice	Hillsborough
63.	Harper, Glenda Fay	Palm Beach
64.	Harris, Betty Ruth	Santa Rosa
65.	Harris, Marilyn Selita	Duval
66.	Hartsfield, Marlene P.	St. Lucie
67.	Hedge, Donna Deane	Monroe
68.	Hernandez, Sonia	Monroe
69.	Hoagland, Mary	Duval
70.	Hodges, Dedra Elaine	Duval
71.	Hogg, Elnora Faye	Lee
72.	Holland, Virginia Alice	Indian River
73.	Holmes, Carole Jane	Palm Beach
74.	Horne, Judy Marie	Dade
75.	Hudson, Clara Belle	Polk
76.	Hutchinson, Jacqueline Iris	Volusia
77.	Johns, Merle Annette	Duval
78.	Johnson, Virginia Faye	Hillsborough
79.	Kerklin, Mary Alice	Highlands
80.	Kessinger, Sandra Lee	Duval
81.	King, Jo Ann Louette	Duval
82.	King, Laura Nan	Duval
83.	Klipstine, Jenelle	St. Johns
84.	Kress Sandra Lee	Volusia
85.	LaCroix, Lila Lorraine	Broward
86.	Laatsch, Sandra Joy	Dade
87.	LaMonaca, Josephine	Volusia
88.	Leavitt, Patricia Lee	Dade
89.	Lefkow, Judith Simone	Broward
90.	Lingo, Judith Ann	Hillsborough
91.	Lovering, Edna Christine	Lee
92.	Luke, Grace	St. Lucie
93.	Luke, Ida	St. Lucie
94.	Luke, Patricia Anne	Volusia
95.	McCarter, Kitty Kay	Volusia
96.	McDonald, Dorothy Nadine	Lake
97.	McDowall, Rosemary	Alachua
98.	McFarland, Carolyn Latrelle	Hillsborough
99.	McGee, Rozelle Mary	Hillsborough
100.	Maness, Claudette	Escambia
101.	Malcolm, Sharon	Dade
102.	Mendenhall, Edna Mae	Dade
103.	Metts, Mary Eunice	Dade
104.	Milord, Judy Helen	Duval
105.	Mobley, Russine	Dade
106.	Mott, Gracie Edna	Hillsborough
107.	Murphy, Lois Ann	Walton
108.	Murphy, Velma Anne	Dade
109.	Murphy, Willie Mae	Walton
110.	Myers, Martha Yvonia	Polk
111.	Napier, Sina Louise	Clay
112.	Neely, Velma Lee	Hernando
113.	Nelson, Edna Mildred	Pasco
114.	Nicholson, Alice Jane	Duval
115.	Nutt, Ruth Alexandra	Lake
116.	Oliveras, Joyce	St. Johns
117.	Parnell, Eloise	Columbia
118.	Parrish, Loyce	Baker
119.	Peeples, Phyllis Willette	Palm Beach
120.	Peters, Wanda Ruth	Bay

ROSTER OF WHITE DEAF GIRLS—Continued

121.	Preacher, Marion Traylor	St. Johns
122.	Read, Barbara Jean	DeSoto
123.	Reeder, Ollie Silva	Escambia
124.	Register, Betty Ellen	Putnam
125.	Roberson, Betty Jo	Putnam
126.	Roberts, Artha Rae	St. Johns
127.	Roberts, Mary Margarette	Duval
128.	Rollins, Beverly Ann	Duval
129.	Sapp, Edith Marie	Hillsborough
130.	Sellers, Naomi Janell	Nassau
131.	Shreve, Linda Anita	Duval
132.	Skrdlant, Jolue Ann	Monroe
133.	Slappey, Marilyn Virginia	Duval
134.	Slappey, Sue Ann	Duval
135.	Slaughter, Bobbie June	Walton
136.	Smith, Altean Contance	Duval
137.	Smith, Annie Lee	Volusia
138.	Smith, Ida Irene	Polk
139.	Snowden, Gloria Jean	Brevard
140.	Spell, Lawonna Gail	St. Johns
141.	Spell, Mary Carolyn	St. Johns
142.	Spivey, Carolyn Loraine	Hillsborough
143.	Stanley, Robin	St. Johns
144.	Stephens, Sharon	Dade
145.	Stover, Barbara Ruth	Duval
146.	Syfrett, Evelyn	Lee
147.	Tepper, Darlene Joyce	Pinellas
148.	Thaggard, Roberta	Dade
149.	Thomas, Sandra Eilene	Leon
150.	Towns, Joe Anne	Duval
151.	Tucker, Rose Mary	St. Johns
152.	Walls, Susan E.	Dade
153.	Welsh, Susanne Marie	Dade
154.	Wilcox, Bonnie Louise	Hillsborough
155.	Williams, Helen Elizabeth	Hamilton
156.	Wingard, Sally Gay	Dade
157.	Wise, Lois	Jackson
158.	Woods, Brenda Jean	Duval
159.	Woolery, Judy Mae	Duval
160.	Ziglar, Sandra Lee	Manatee

ROSTER OF WHITE BLIND BOYS

1.	Adams, Billie Joe	Escambia
2.	Adams, Clifford	Escambia
3.	Adams, James Mickey	Escambia
4.	Alluisi, Albert Thomas	Duval
5.	Andrews, Robert Lee	Dade
6.	Bainbridge, Donald	Putnam
7.	Bowen, James Shelton, Jr.	Dade
8.	Bowers, Robert Ernest	St. Johns
9.	Brown, Elbert Charles	Alachua
10.	Brown, William Earl	Orange
11.	Butler, Albert	Brevard
12.	Butts, Walter	Polk
13.	Carnley, Marvin Winston	Calhoun
14.	Carter, Charles Henry	St. Johns
15.	Colvin, Oscar	Duval
16.	Combee, William Joseph	Polk
17.	Coppage, William Anderson	Dade
18.	Corbin, Lewis Clayton	Jackson

ROSTER OF WHITE BLIND BOYS—Continued

19.	Corbin, Stafford	Suwannee
20.	Crider, Edward Delano	Duval
21.	Faglie, Kenneth Martin	Jefferson
22.	Fillyaw, Thomas Hunter	Union
23.	Fitch, Leonard	St. Johns
24.	Glisson, Chandler	Jackson
25.	Gorman, Roy Calvin	Duval
26.	Griffin, Joseph Eugene	Polk
27.	Grooms, Charles Raymond	Putnam
28.	Guthrie, James Clyde	Polk
29.	Hamer, Edward Clarence	Dade
30.	Herold, Dewey K.	Leon
31.	Hirschman, Gene Edward	Duval
32.	Huggins, John Clarence	Walton
33.	Hurst, Glenn Everett	Putnam
34.	Janak, Lawrence F.	Dade
35.	Johnson, George Henry	Palm Beach
36.	Kaley, James	Polk
37.	Kean, Robert William	Pasco
38.	Kennedy, Warren Joseph	Hillsborough
39.	Lanier, Norman Wayne	Polk
40.	Leins, Peter	Brevard
41.	Letton, William Hamblin	St. Johns
42.	Lewis, Benjamin	Gulf
43.	Lipham, Earl Winfred	Polk
44.	Love, James Theo	Polk
45.	McClure, Francis M.	Dade
46.	McKinney, Bobby Arthur	Polk
47.	McShane, Donald A.	St. Johns
48.	Mauldin, Ewell Nixon	Bay
49.	Merritt, James Bryan	Madison
50.	Mills, Herman Lester	Palm Beach
51.	Murray, Wesley Bass	Duval
52.	Nausley, Ronald Merlin	Broward
53.	Olson, Eric Stephen	Broward
54.	Pittman, Dennis Wayne	Broward
55.	Pittman, Gordon	Charlotte
56.	Renfroe, Ronald Eugene	Polk
57.	Scranton, James L.	Putnam
58.	Snyder, Richard Lee	Broward
59.	Stanley, Edwin Joda	Duval
60.	Starfas, George	Duval
61.	Statham, John Richard	Clay
62.	Stevens, James Elliott	Orange
63.	Summerlin, Lessley Ray	Orange
64.	Usina, Roy Oscar	St. Johns
65.	Vidou, Jackie Emile	Dade
66.	Weigel, Robert	Gilchrist
67.	Williams, Francis Lawton	Indian River

ROSTER OF WHITE BLIND GIRLS

1.	Adams, Grace Ann	Bay
2.	Barnes, Judy Louise	Brevard
3.	Barnwell, Mary Jane	Palm Beach
4.	Bishop, Elizabeth Harriett	Madison
5.	Blydenburg, Dianne Page	Palm Beach
6.	Burt, Sherian Gayle	Palm Beach
7.	Carr, Doris Marie	Okaloosa
8.	Clary, Janet	Duval
9.	Cobb, Pauline	Baker

ROSTER OF WHITE BLIND GIRLS—Continued

10.	Cothran, Margaret	Polk
11.	Davis, Emogene	Holmes
12.	Dillard, Paddy Marie	Lake
13.	Doss, Betty Cole	Bay
14.	Downs, Mary Jane	Highlands
15.	Fish, Jeanine Carol	Orange
16.	Fowler, Veronica Jean	Alachua
17.	Frazier, Cornelia Ann	Alachua
18.	Harrison, Shirley Diane	Pinellas
19.	Hess, Elizabeth Ann	Broward
20.	Inglett, Mary Elizabeth	Broward
21.	Irvine, Lorraine Kehanlani	Broward
22.	Johnson, Alice Pearl	Baker
23.	Johnson, Sandra Kay	Palm Beach
24.	Jorge, Sandra Joyce	Hillsborough
25.	Kemp, Arlene Ruthlyn	Palm Beach
26.	Kight, Vera Elaine	Hendry
27.	Kjellesvik, Norma Jean	Highlands
28.	McCollough, Mary Inez	St. Johns
29.	McCormick, Evelyn	Madison
30.	Moon, Estly Lee	Lake
31.	Mullis, Henrietta	St. Johns
32.	Musselwhite, Winifred Maybell	Putnam
33.	Napier, Bertha Ellen	St. Johns
34.	Napier, Willie Lee	St. Johns
35.	Novak, Sandra	Palm Beach
36.	Pinder, Marilyn A.	Dade
37.	Posey, Rolana Starr	Okaloosa
38.	Reed, Judith	Osceola
39.	Richerson, Bessie Mezzell	Escambia
40.	Robinson, Ruth Helen	Putnam
41.	Rucker, Betty Jo	Putnam
42.	Russell, Nancy Leah	Dade
43.	Scott, Mary Elaine	Hillsborough
44.	Smith, Barbara Ann	Hamilton
45.	Smith, Betty Sue	Palm Beach
46.	Smith, Lala Leonora	Hamilton
47.	Smith, Johnnie Pearl	Calhoun
48.	Smith, Miriam Isabelle	St. Johns
49.	Sparkman, Sandra	Dade
50.	Stevens, Susan James	Broward
51.	Tyner, Shirley Jean	Okaloosa
52.	Underwood, Shirley Faye	Duval
53.	Woodard, Wanda	Dade

ROSTER OF NEGRO DEAF BOYS

1.	Allen, Reginald	Palm Beach
2.	Baine, James	Dade
3.	Brown, Robert Charles	Duval
4.	Bryant, Lewis Thomas	Pinellas
5.	Bunion, Ellis	Gadsden
6.	Bunion, Fred	Gadsden
7.	Bunion, Waitess	Gadsden
8.	Byrd, Arthres	Leon
9.	Byrd, James Henry, Jr.	Duval
10.	Coe, Raymond	Leon
11.	Cummings, James	Dade
12.	Danzy, Alexander	Alachua
13.	Davis, Ira Phillip	Dade
14.	Dixon, Herbert Lee	Polk
15.	Freeman, Ulysis	Seminole

16.	Green, Austin Oscar	Polk
17.	Grimes, Lathell	Marion
18.	Hambrick, Milton	Columbia
19.	Hawkins, Charles	Duval
20.	Hill, Clemson	Putnam
21.	Holmes, Albert	Union
22.	Irving, Alfonster	Clay
23.	Irving, Robert O.	Putnam
24.	Jackson, Sherman	Washington
25.	Kellam, Booker T.	Sarasota
26.	Killings, Tommy Lee	Duval
27.	Randolph, Herman	Citrus
28.	Richardson, Robert Junior	Columbia
29.	Robinson, Herbert	Levy
30.	Sims, James Edward	Gulf
31.	Slater, Henry J., Jr.	Wakulla
32.	West, John Wesley	Highlands
33.	White, Johnnie Lee	Broward
34.	Williams, Bobie	St. Johns
35.	Williams, Jessie, Jr.	Polk
36.	Williams, Thomas	Pasco
37.	Zanders, Langford	Orange

ROSTER OF NEGRO DEAF GIRLS

1.	Alexander, Mary Alice	Polk
2.	Anderson, Alice Marie	Broward
3.	Banks, Mae C.	Alachua
4.	Barker, L. D.	Bay
5.	Borders, Annette	Polk
6.	Brewington, Florence	Duval
7.	Brown, Nora Lee	Washington
8.	Burton, Estelle	Pinellas
9.	Campbell, Christine	Dade
10.	Collins, Evelyn	Polk
11.	Douglas, Johnnie Mae	Dade
12.	Farmer, Bertha Lee	Leon
13.	Ferrell, Barbara Jean	Hillsborough
14.	Florence, Calnoisa	Marion
15.	Giles, Ethel Yvonne	Duval
16.	Glover, Della Mae	Duval
17.	Gould, Rosetta	St. Johns
18.	Griffin, Lottie Ruth	Dade
19.	Harris, Theresa Mae	DeSoto
20.	Honors, Bettye Ruth	Hillsborough
21.	Ings, Annie Ruth	Orange
22.	Johnson, Frenessee	Hillsborough
23.	Johnson, Mae Frances	Dade
24.	Jones, Annie Lou	Hillsborough
25.	McGowan, Johnne Mae	Lake
26.	Maddox, Jeanette	Polk
27.	Neal, Marie	Osceola
28.	Nelson, Bernita Estell	Pasco
29.	Parker, Marie	Broward
30.	Pillips, Ethel Mae	Broward
31.	Ritchie, Annette	Broward
32.	Scott, Delores Imogene	Hillsborough
33.	Smith, Katherine F.	Sarasota
34.	Smith, Phyllis	Palm Beach
35.	Smith, Sadie	Orange
36.	Thomas, Gwendolyn	St. Johns
37.	Turner, Daisy Bell	Orange
38.	Watkins, Anita	Lake

ROSTER OF NEGRO DEAF GIRLS—Continued

39.	White, Cornelia	St. Johns
40.	Williams, Dorothy Mae	Palm Beach
41.	Wilson, Shirley Jean	Palm Beach

ROSTER OF NEGRO BLIND BOYS

1.	Ashley, Theodore	Seminole
2.	Atkins, Charles	Volusia
3.	Bell, Clarence	Gulf
4.	Bellamy, Franklin	Broward
5.	Belton, Oscar Sylvester	Hillsborough
6.	Bennett, Roy Chester	Palm Beach
7.	Branch, Charles Baken	Broward
8.	Brannon, Charles	Levy
9.	Brown, Willie, Jr.	Orange
10.	Dixon, Ervin	Alachua
11.	Dixon, Henry	Alachua
12.	Dukes, Thomas Leslie	Volusia
13.	Garrett, Henry Lee	Hillsborough
14.	Grant, Brice, Jr.	Duval
15.	Green, Woodrow	Palm Beach
16.	Hills, Daniel, Jr.	Orange
17.	Jackson, Roosevelt	Hamilton
18.	Lamar, Eddie Lee	Marion
19.	McDaniel, Dolphus	Madison
20.	Major, Alton	Putnam
21.	Miller, Leroy	Alachua
22.	Moore, Fred Lee	Pinellas
23.	Nelson, James	Broward
24.	Platt, Calvin	Charlotte
25.	Reeves, Benjamin	Hillsborough
26.	Rogers, Nemon Elton	Duval
27.	Rutledge, Donald	Pinellas
28.	Seabrooks, Albert, Jr.	Jefferson
29.	Small, Lincoln	Glades
30.	Sparks, Leroy	Seminole
31.	Talmadge, Willie James	Palm Beach
32.	Taylor, Edward Eugene	Palm Beach
33.	Troup, Malachi Curtis	Dade
34.	Weems, Robert Lewis	Marion
35.	White, John D., Jr.	Marion
36.	Williams, Arthur	Alachua
37.	Williams, Charles Henry	Hillsborough
38.	Williams, Edward	Indian River
39.	Williams, Fred Lee	Pinellas
40.	Wimberly, Willie James	Broward
41.	Young, Willie James	Escambia

ROSTER OF NEGRO BLIND GIRLS

1.	Brown, Opatra Louise	Orange
2.	Elliott, Aline	Seminole
3.	Griffin, Betty Lou	Sarasota
4.	Howard, Jeanette	Broward
5.	Lewis, Rushie Bertenia	Hillsborough
6.	Lockley, Bearetta	Citrus
7.	Peterson, Floris	Alachua
8.	Pettis, Evelyn	Palm Beach
9.	Reed, Lois	Marion
10.	Stallworth, Jacquelyn	Escambia
11.	Sturup, Julia C.	Dade
12.	Wilkerson, Lilla Mariah	Marion

WHITE DEAF GRADUATES

- 1898—Artemas Winfred Pope
Cora Carlton
- 1907—Eugenia Wilson
Nettalien Vanderpoel
- 1913—Henry Stephen Austin
Henry Raymond Rou
Willie Harvey Townsend
- 1914—Minnie Violet Clemons
Sarah Virginia Johnson
Roxie Rice Jordan
Charles Edward Manire
- 1918—Laurence Randall
- 1919—Dixie Clyde Fernside
Amelia Theresa Loring
Lalla E. Wilson
Uriel Jones
- 1921—Annie Louise Clemons
Mary Jim Crump
Pearl Helen Holland
- 1926—Marjorie K. Eidle
Gladys L. Eastman
- 1927—Florian Caligiuri
William A. Hall
Julius L. Meyers
- 1928—Georgette E. Duval
Florence K. Wells
Benjamin F. King
William Edward Clemons
- 1930—Bessie Henderson
- 1931—L. E. Jennings
Dan Long
Warren Wilson
Khaleel Kalal
Antonio Virsida
Robert Hoagland
- 1932—Reba Blackwelder
- 1933—Charles M. McNeilly
Jans Rosier
- 1934—Clara Stevenson
Ethel Crawford
- 1935—Velma Crumbe
Janet Lightbourn
Pauline Register
Loyce Ommie Barfield
Albert Forrest Reeves
Harry Joseph Shaffner, Jr.
Edwin Laurens Bledsee
- 1938—Thomas Leroy Cooper
Robert Booker Edwards
Mabel Josephine Johnson
Robert Eugene Polk
Mitchel Abraham Kalal
Annette Long
Harry Leander Moore, Jr.
Carlie Frances Todd
Lorraine Wertheim
- 1939—James Emmett Davis
- 1940—Medora Louise Crowell
Mary Frances Olive
Nathalie Oakley
Lucille W. Brown
Elsie Ann Wiggins
Homer Altman
Charles W. Lockey, Jr.
Sawley Helms
- 1941—John Gordon Gunter, Jr.
Clifford LeRoy White
Raymond Lawrence Keith
Ida Jewell Stevens
Josephine Mary David
Mamie Mary Fazio
- 1944—Elizabeth Rose Crowell
Isabelle Rose Mancill
Henrietta Estelle Davis
Thomas Freder'k Hightower
- 1945—Margaret Hovsepian
Caroline Smith
Lucille Themis
Evelyn Webb
Roger Fleming
Fletcher Smith
James Pritchard
- 1946—Eugene Carre
- 1947—Rebie Alice Hemperley
Julianne Wertheim
Samuel E. Hinson
John B. Whealton
Harry Creighton Gibbens
Charles B. Good
Miles Otto Chandler
Ralph Sasser
- 1948—Charlotte Haik
Mildred Doris Brown
Alva Dean Christie
Carolyn Marie Hamilton
Lawrence Pitt
Burton T. Anderson
Oscar H. Rawlins

WHITE DEAF GRADUATES — Continued**1948—Continued**

Jay K. Wilson
Edward Alden Trainor
Lloyd Joseph Robbins
Harry Phelps

1949—Jack Rabb

1950—Kendall S. Moore
Jeanne Oblinger
Dale F. Mingo
Clyde H. Cassady

1951—Darwin John Holmes
Wylodean Spell
Eula Louise Wingard
Earl Lee Wise

1952—Claudia Barber
Donald Eugene Crownover
Paul Evander Enfinger

1952—Continued

George W. Lee
Charles Wesley Little
Joanna Lynn Williams
Martha Ann Wingard

1953—Beatrice Feinberg
Joseph John Fazio
Betty Earl Geiger
Clara Belle Hudson
Glenn Earl Musselwhite
Sina Louise Napier
Artha Rae Roberts
Oliver Keith Sandager
Marilyn Virginia Slappey
Judy Mae Woolery

1954—Albert Eugene Kurtz, Jr.
Murray Langston
Judith Simone Lefkow

WHITE BLIND GRADUATES

1908—DeWitt Lightsey

1911—Lucius Emerson
Lula Barfield

1915—Mabel Bates
Pearl Brown
Bessie Sikes

1918—Lola Ashley
Annie Lee Barksdale
Arthur Dye

1922—Rosie Nasrallah

1925—Willie Butler
Frances Johnson

1928—Gladys M. Jones
Stewart M. Yates
Albert H. Macy
Aubrey B. Martin

1930—Helen Salter
Nell Norton

1932—Aileen Grace
Lucy Dent Smith
Alexander Nasrallah
Walter Nasrallah
Ernest Shaheen

1934—Beatrice David

1935—Bernita Flora Gilberstadt
Gladys Louise Murrell
Edwin Joseph Holly

1936—Doris Sabra Hodges
Marvin Robert Barnett

1937—Donald B. Shaefer

1938—Doris Kathryn Reardon

1939—May Stelle
Myrlen J. Jordan
Orian W. Osburn
Leonard Braxton Warren
Marie Dean
Grover Smith

1940—Ethel Stelle
Robert D. May, Jr.
Charles Carl Stattler, Jr.

1941—Buelah Lee Holly
Mary Catherine Scherer
Johnnie Hught Carroll
Raymond Lee McLean

1942—W. A. Ouzts
W. Wallace Lopez
Alice Marian Ogden
Patrice Eileen Forsyth

WHITE BLIND GRADUATES—Continued

- | | |
|--|---|
| 1943—Clarice Hay
Jacquelin Woodard
John Paul Allen
Joseph Albert Asenjo
Thomas Jackson Arant | 1951—Robert M. Booth
Edward W. Cusic
June Kinard
Eugene Richards |
| 1944—Bertha Mae Johns | 1952—Leon A. Adams
Roland Howard Blount
Betty Joyce Connell
Robert Eugene Chism
Helen Jeannette Duncan
Ernestdeen Johnson
Robert Eugene Martin
William Henry Turner, Jr. |
| 1945—Elwood McClellan | |
| 1946—Fred H. Holly
Carl McCoy
Elouise Register
James Robert Stasch | |
| 1947—Loma Catherine Rafferty | |
| 1948—Mary Ann Martin
Evelyn Bales
Ava Lee Duncan | 1953—Margaret Louise Cothran
Arlene Ruthlyn Kemp
Wanda Ramona Woodard |
| 1949—Marcus Clayton
Blanche Landrum
George Mozley | 1954—Stafford Joseph Corbin
James Clyde Guthrie
Elizabeth Ann Hess
George Henry Johnson
Ewell Nixon Mauldin
James Byron Merritt
Willie Lee Napier
Ronald Eugene Renfroe |
| 1950—Minnie Jean Owens
Herbert H. Sowell
David B. Hendricks
Arthur Casteel | |

COLORED DEAF GRADUATES

- | | |
|--|--|
| 1925—Cary White | 1943—Walter Cole
Junior Newton |
| 1932—Annie M. Stevens | 1945—Roslyn Smith
Parley Mae Poole
Edith Fields
Rosa Mae Pollard
Alberta Jackson |
| 1933—Johnnie James
Jennie L. Nelson
Geneva Daniels | 1946—Jeannie Verlina George
Benjamin Morris |
| 1934—Melda Rawls | 1951—James Gibson
Ernestine Howard
Paul Robinson
Jimmie Thompson
Polly Thompson
Ruby Orlando Wilson |
| 1935—Daisy B. Moore
Marie Richardson
Jessie Lawrence
J. B. Sallet
Fitzhugh White | 1952—Henry Daniel Carter
Thelma Lee Jones
Robert Lee Small
Eddie Lee Williams |
| 1936—Robert White
Glennie Owens
Timothy Morris | 1954—L. D. Barker
Calnosia Florence
Lottie Ruth Griffin
Jeanette Maddox
Henry Jurdon Slater
Daisy Bell Turner |
| 1937—Willie Edna Jackson
Ruby Ann Young
Willie Edward Danzy | |
| 1938—Charlie Frank Simmons | |
| 1939—Barbara Brown
Estella Annie Reid | |
| 1942—Lonnie L. Williams, Jr. | |

COLORED BLIND GRADUATES

- | | |
|----------------------------|--------------------------------|
| 1914—Louise Jones | 1945—Corrine Robinson |
| 1925—George Hall | Ernest Kendrick |
| 1928—Reginald Green | 1947—Jeremiah Elliott Randolph |
| Leroy Lundy | James Leonard Kendrick |
| Herbert Moore | James Young |
| 1930—Jodie M. Jackson | 1949—Adalene Bright |
| 1931—Moses Singleton | Betty Cobb |
| Washington Jones | Vernon Lee |
| Ernest Lawrence | Clarence Nelson |
| 1935—Alexander Hartley | Jeneva Randolph |
| 1938—Freddie Irving Rozier | 1952—Paul Tanner Behn |
| 1940—Queen E. Williams | Joseph Herman Walker |
| Ida Mae Williams | 1954—Willie Brown, Jr. |
| Vera Mae Fleming | Jackquelyn Cornelius |
| Joe Lee Lawrence | Stallworth |
| 1942—Albert J. Figgs, Jr. | Julia Cathrin Sturup |

EXECUTIVE HEADS

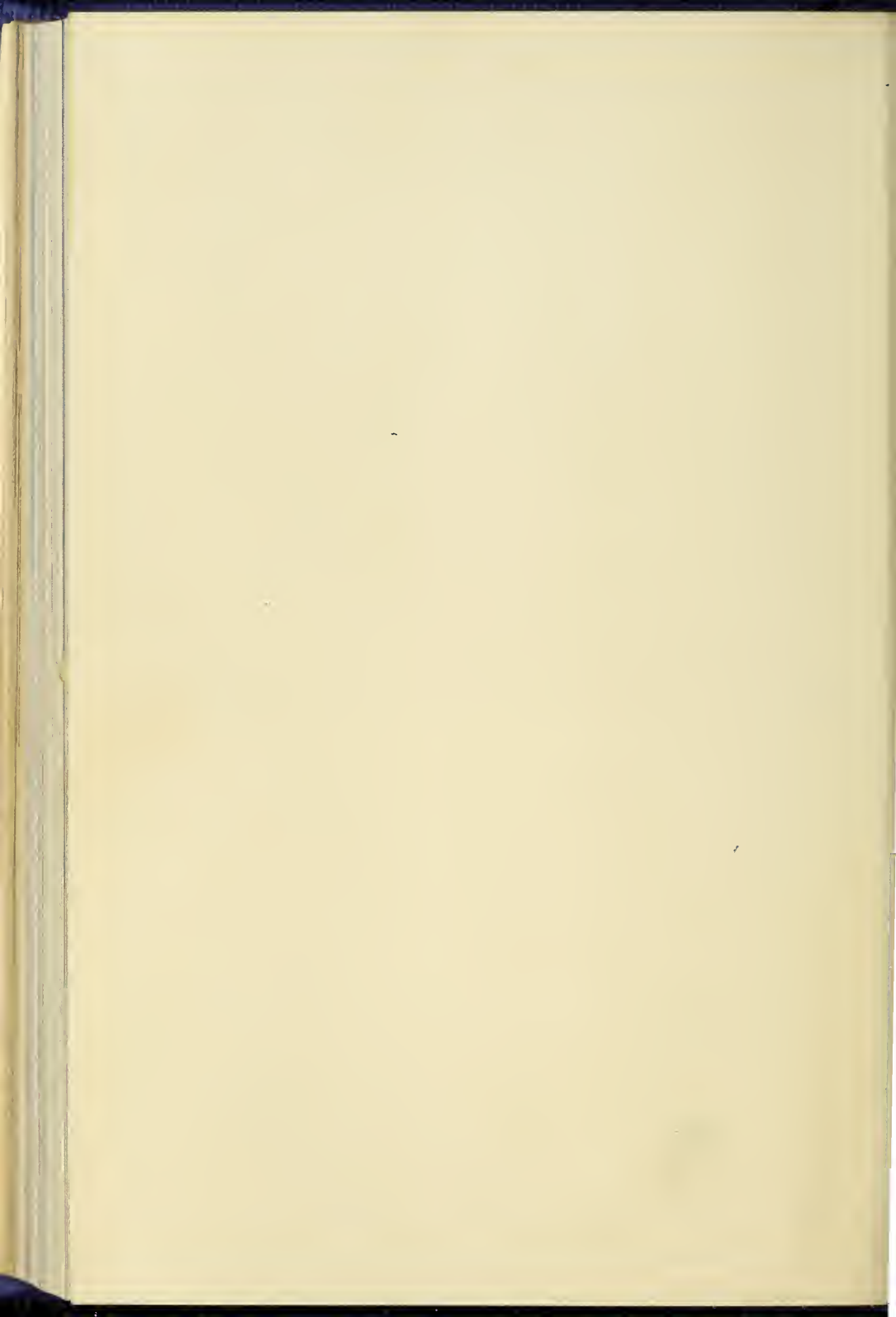
SINCE THE FOUNDATION OF THE
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
SAINT AUGUSTINE, FLORIDA

PARK TERRELL	Superintendent	1885—1890
W. A. CALDWELL	Superintendent	1890—1893
H. N. FELKEL	Superintendent	1893—1897
FREDERICK PASCO	Superintendent	1897—1900
W. B. HARE	Superintendent	1900—1906
ALBERT H. WALKER	President	1906—1927
W. LAURENS WALKER, JR.....	Acting President	} Nov. 22, 1927 to July 1, 1928
ALFRED L. BROWN	President	
CLARENCE J. SETTLES	President	1932—1952
JOHN M. WALLACE	President	1952—

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